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ABSTRACT

This report presents performance data and the standards of performance that form the basis of school improvement in Maryland. The report reflects an accountability system that is central to the Maryland School Performance Program (MSPP) and that is designed to move the state toward high quality education. The report includes Maryland School Performance Assessment (MSPAP) data, along with standards for satisfactory and excellent performance in mathematics, science, reading, social studies, writing, and language usage in grades 3, 5, and 8. Data are provided on each county, including school-improvement notes. Data-Based Areas are used to measure school performance for school year 1993-94. The Data-Based Areas are divided into two categories--student performance and supporting information. Student-performance data include information on assessed knowledge, student participation, student attainment, and postsecondary decisions. The supporting-information section includes statistics on student population characteristics, first graders with kindergarten experience, students receiving special services, finance, staffing, instructional time, and comprehensive testing. A memorandum dated January 30, 1995, and that contains revised data for the report is included. (LMI)

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William Donald Schaefer, *Governor*

MARYLAND SCHOOL PERFORMANCE REPORT, 1994
State and School Systems

Division of Planning, Results, and Information Management
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Foreword

School reform in Maryland began in 1989 when the Governor's Commission on School Performance recommended extensive changes to the state's educational system. The Maryland State Board of Education subsequently inaugurated Schools for Success, the comprehensive reform initiative that made Maryland one of the first states in the nation to develop an action plan for improving its schools and for supporting the national educational goals.

The *Maryland School Performance Report, 1994: State and School Systems*, presents performance data and the standards of performance that form the basis of school improvement in Maryland. It provides a rich resource for parents, community members, students, and anyone interested in education to examine achievement in their school systems and to join in the process of meaningful school improvement.

This report reflects an accountability system that is central to the Maryland School Performance Program (MSPP) and that is designed to move our state toward high quality education for all of its children. MSPP is founded on three fundamental premises:

- All children can learn.
- All children have the right to attend schools in which they can progress and learn.
- All children shall have a real opportunity to learn equally rigorous content.

This year's report includes Maryland School Performance Assessment (MSPAP) data, along with standards for satisfactory and excellent performance in mathematics, science, reading, social studies, writing, and language usage in grades three, five, and eight. These standards represent the kind of performance we should expect of our schools as we prepare students for lives in the next century.

Changes in instruction that are now taking place in classrooms around the state are the key to achieving these very demanding but attainable standards. Because these standards are forward-looking, we should not be discouraged that the data in this 1994 report show that we have a long way to go before we achieve our vision of excellence.

Thank you for taking the time to look through the 1994 *Maryland School Performance Report*. The success of our state and local efforts to improve every Maryland school and each student's learning experience depends, to a large degree, on your interest and active involvement in school improvement.

Nancy S. Grasmick, *State Superintendent of Schools*
November 1994

MARYLAND SCHOOL PERFORMANCE REPORT, 1994
STATE AND SCHOOL SYSTEMS

The Maryland State Board of Education approved the Maryland School Performance Data-Based Areas on April 25, 1990 (Resolution Number 1990-5); the Standards for the Data-Based Areas on August 29, 1990 (Resolution Number 1990-30); additional Standards on July 31, 1991 (Resolution Number 1991-17); and Public School Standards-COMAR 13A.01.04, effective December 20, 1993.

The first annual *Maryland School; Performance Report, 1990-State and School Systems*, was published in November 1990 and presented only a portion of the identified data on student performance for the state and local systems. Since November 1991, the annual report has been published in two sections:

1) The *Maryland School Performance Report, State and School Systems*, is published by the Maryland State Department of Education. This section includes state summary and disaggregated data and summary data for each school system in the state.
2) The *Maryland School Performance Report, School System and Schools*, is published by each local school system. This section includes summary and disaggregated data for the system and for each school in the system.

In addition to the areas listed in this booklet, several local school systems have added local Data-Based Areas. These data are published in local reports.

Data-Based Areas are essential tools for measuring how well schools, school systems, and the state are preparing every student for higher education and successful careers, and how well they are educating every student. Data-Based Areas provide information about student performance and are useful to guide decision making for school improvement. They also provide information about factors considered to influence school performance. The Data-Based Areas have been divided into two parts: (1) STUDENT PERFORMANCE and (2) SUPPORTING INFORMATION.

WHY WERE THESE DATA-BASED AREAS CHOSEN?

The Data-Based Areas for STUDENT PERFORMANCE were chosen for statewide reporting because they:

- are able to be influenced by the school
- are comparably defined across the State
- are essential for student and school performance improvement
- are useful for instructional improvement decisions
- can be evaluated according to statewide standards of satisfactory and excellent.

The Data-Based Areas for SUPPORTING INFORMATION were chosen because they help describe school, school system, and state characteristics. School populations differ greatly in Maryland. Supporting Information Data-Based Areas describe the differences. The Maryland School Performance Program wants each school to offer an excellent educational program to its particular students. Thus, each school will be judged against its own growth from year to year, not against the growth of another school. Standards are not set for this information; however, school descriptions and/or characteristics are reported.

DATA-BASED AREAS REPORTED IN THIS BOOKLET

A. Student Performance

1. Assessed Knowledge

a. Maryland Functional Testing Program

- Achieving basic competencies in the areas of reading, mathematics, writing, and citizenship are requirements for graduation from high school in Maryland. Functional tests assess whether each student attains basic competencies that are closely aligned to the instructional program.

Functional test results are reported as:

1). Grade 9 Status--The number of ninth grade students taking, the number absent, the number exempted, and the percent passing each of the tests by the end of the school year. (Results are reported for the citizenship test at the end of grade 10 for Frederick, Howard, Montgomery, and Washington school systems. Baltimore City is making a transition to grade 10 in 1993-1994 and will not report results in this booklet.)

2). Grade 11 Status--The number of eleventh grade students refusing to take the test, the number exempt, and the percent passing each of the tests and all four tests by the end of the school year.

b. Maryland School Performance Assessment Program (MSPAP)

- Performance based assessments in reading, mathematics, science, social studies, writing, and language usage represent high expectations for school performance. Students are required to apply knowledge in and across content areas as they demonstrate their understanding of authentic reading selections and develop extended written responses to prompts. Students work individually and in groups to solve multi-step mathematics problems,

conduct hands-on science investigations, and demonstrate understanding of social studies concepts. MSPAP test results are reported at grades 3, 5, and 8.

Results are reported as the number of students tested, the number absent or excluded from the test, and the number not reported. (The number not reported includes exemptions for special education, limited English proficiency, and second semester transfer students.) Results are reported as the percent of students scoring at the satisfactory level and the percent scoring at the excellent level for grades 3, 5, and 8 in reading, mathematics, social studies, science, writing, and language usage. Grade 3 reading and grade 8 science results are included for 1994 only.

2. Student Participation

a. Attendance

1. Yearly Rate

- Attendance rates are reported as the percent of students present in school for at least half of the day on an average school day during the September to June school year. They are reported for elementary (Grades 1 through 6) and secondary (Grades 7 through 12) students.

2. Students absent fewer than 5 and more than 20 days.

- These rates are reported as the percent of students absent from school fewer than 5 and more than 20 days during the September to June school year. Only students in membership 91 days or more during the school year are included in this count.

b. Dropout Rate (Yearly)

- The dropout rate is reported as the percent of students in Grades 9 through 12 who withdrew from school before graduation or before completing a Maryland approved educational program during the July through June academic year.

3. Student Attainment

a. Promotion Rate (Yearly)

- Promotion rate is reported as the percent of students who were advanced to a higher grade or instructional level at the end of the school year in Grades 1 through 6, including ungraded special education students under 12 years of age, in each school system.

b. High School Program Completion

- High school program completion is reported as the number and percent of 1994 graduates who have completed minimum course requirements that would qualify them for admission to the University of Maryland System, the number and percent who have completed an approved occupational program, and the number and percent who have completed both university and occupational requirements.

4. Post-Secondary Decisions

- Post-secondary decisions are reported as the number and percent of 1994 graduates who have indicated they plan to attend a two or four year college, attend a specialized school or pursue specialized training, enter employment related or unrelated to their high school program, enter the military, and enter full or part-time employment and school. Students indicate their decisions via a pre-graduation survey form.

B. Supporting Information

1. Student Population Characteristics--Enrollment and Mobility

a. Enrollment is the number of students in membership in grades pre-kindergarten through 12, including ungraded special education, on September 30, 1993, in each school system.

b. Mobility is reported as entrants, the number and percent of students who transferred into or within a system, and withdrawals, the number and percent of students who transferred to other schools in the system, to other systems, or who dropped out of school during the school year. Mobility is reported as a percentage of the system's average daily membership.

2. First Graders with Kindergarten Experience

- First graders with kindergarten experience is reported as the number and percent of first graders who attended a public or non-public kindergarten prior to entry into the first grade.

3. Students Receiving Special Services

- Information in this area is reported as the number and percent of students who received the following special services in each school system.

  a. Special Education--Handicapped students who had current Individualized Education Programs (IEPs) and who were being served by the system, as of December 1993. The information is reported both as a total and also by the subsets of intensity of service (Intensity 1-5).

  b. Limited English Proficient--Students who have a primary or home language other than standard English used in academic pursuits throughout the United States and who have been assessed as having limited or no age-appropriate ability to understand, speak, read, or write English.

  c. Chapter 1--Students receiving services funded in whole or in part by Chapter I of the Elementary and Secondary Education Act (ESEA) (the Hawkins-Stafford Amendments of 1988). Data are reported for the 1993-94 school year for those public school students in grades pre-kindergarten through 6. Percentages are based on September 30, 1993 enrollment.

  d. Free/Reduced Price Meals--Students whose application for free/reduced price meals met family size and income guidelines of the United States Department of Agriculture as of June 30, 1994.

4. Other Factors

  a. Financial Information

  - Wealth per pupil provides an indication of potential resources for each local system. It is the taxable wealth in relation to the September 30, 1993 enrollment of a school system.

  - Per pupil expenditure is the average cost of providing education to each student in a public school in each local school system.

  b. Staffing per 1,000 students as of October 30, 1993.

  - Instructional Staff--Staff members who perform professional activities related to teaching students. Included are

classroom, resource, home and hospital, television and radio teachers, and reading specialists.

- Professional Support Staff--Staff members who provide auxiliary services either to students or to the instructional program at the school level. Included are librarians, guidance counselors, school psychologists, therapists, principals, assistant principals, and administrative assistants.

- Instructional Assistants--Staff members assigned to assist a teacher with routine activities such as monitoring students, conducting rote exercises, operating equipment, and performing clerical duties. Included are regular program, special education, Chapter I, and library assistants.

c. Instructional Time

- Length of School Year--The number of days that school was open and students were expected to attend.

- Average Length of School Day--The average number of student hours to the nearest quarter hour between the first and final bell during a full school day.

d. Norm-Referenced Assessment-Comprehensive Tests of Basic Skills (CTBS/4)

- The number of students in grade 3, grade 5, and grade 8 who have taken the Comprehensive Tests of Basic Skills and their system-wide median national percentile ranks in reading, language arts, and mathematics. Some school systems test all students (census) and some test only a portion of students (sample).

STANDARDS

The State Board of Education approved the standards for data reported in the area of STUDENT PERFORMANCE. The challenge will be to reach these standards within five years from the time they were set. Standards are measures of performance against which data will be judged. Standards were not set for data reported in the area of SUPPORTING INFORMATION.

Standards will:

- help schools, school systems, and the State examine critical aspects of their programs
- help assure that all students receive quality instruction
- help schools, school systems, and the State to be accountable for quality instruction
- guide school, school system, and State efforts toward school improvement.

The satisfactory and excellent standards are high standards. No school system has met all standards listed below. We expect systems to make progress toward the achievement of standards and to reach them by 1996. This report, November 1994, contains data from the baseline year, the previous year (1993, where applicable), and current data. Many systems have already made large strides toward meeting the standards.

WHAT ARE THE STANDARDS AND HOW ARE THEY DEFINED?

Excellent Performance--Excellent Performance is a highly challenging and clearly exemplary level of achievement, indicating outstanding accomplishment in meeting the needs of students.

Satisfactory Performance --Satisfactory Performance is a realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.

Standards that have been set for the student performance data areas are:

State Data-Based Areas Variable	**Standards** Excellent	Satisfactory
Functional Tests		
Grade 9 Status of:		
• Maryland Functional Reading Test	97%	95%
• Maryland Functional Mathematics Test	90%	80%
• Maryland Writing Test	96%	90%
• Maryland Citizenship Test	92%	85%
Grade 11 Status of:		
• Maryland Functional Reading Test	99%	97%
• Maryland Functional Mathematics Test	99%	97%
• Maryland Writing Test	99%	97%
• Maryland Citizenship Test	99%	97%
• All Tests	96%	90%
Attendance Rate (Yearly)		
• Grades 1-6	96%	94%
• Grades 7-12	96%	94%
Promotion Rate - Grades 1-6 (Yearly)	98%	96%
Dropout Rate - Grades 9-12 (Yearly)	1.25%	3%

State Data-Based Areas Variable	Standards Excellent	 Satisfactory
Maryland School Performance Assessment Program (MSPAP) Grades 3, 5, and 8		
• Reading	25%	70%
• Mathematics	25%	70%
• Social Studies	25%	70%
• Science	25%	70%
• Writing	25%	70%
• Language Usage	25%	70%

A school meets the excellent standard only when 70% or more of its students achieve at satisfactory or above and 25% or more of its students achieve at the excellent level.

Summary data are reported for each school system and the state; data disaggregated by sex and race/ethnicity are also reported for the state. An indication has been made of excellent, satisfactory, or not met for data areas in STUDENT PERFORMANCE on the report forms. For reporting categories with fewer than 20 students, the actual counts are replaced by *'s to insure confidentiality.

DISAGGREGATED DATA

State data are disaggregated by sex and race/ethnicity for all Student Performance data-based areas if 20 or more students are included in a race/ethnicity category. The categories are: American Indian/Alaskan Native; Asian/Pacific Islander; African American; White (not of Hispanic origin); and Hispanic. School system data are not disaggregated in the State/System report.

USE AND VERIFICATION OF DATA

Data provide a snapshot of each school system and the state. Schools, school systems, and the state will use the data to make instructional improvement decisions; to improve school, school system, and state performance; and to measure improvement from year to year. The picture is complete only when all information is considered. It is the sum of the parts that becomes valuable for school improvement decision making.

School system data contained in this report were submitted to the Maryland State Department of Education by local school systems. Local superintendents agreed with data reconciliation reached by local system and State Department of Education personnel. In cases where differences of more than five percent occurred between 1993 and 1994 data, additional procedures were used to verify accuracy. State data are an aggregation of local system data.

CTBS/4 data were submitted by CTB Macmillan/McGraw-Hill, publisher of CTBS/4. CTBS/4 data are reported for local systems by dates of local test administration.

MARYLAND

Maryland, with a population of 4,983,900, ranks forty-second in size and nineteenth in population among the fifty states. The State Department of Education is housed in Baltimore. There are twenty-four local school systems and 1,277 public schools and centers.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	97.4	*51,898*	*1,546*	*1,020*	*97.4*	✔		
Mathematics	90	80	79.2	*52,111*	*1,345*	*996*	*81.4*		✔	
Writing	96	90	93.5	*49,616*	*3,271*	*1,231*	*89.4*			✔
Citizenship	92	85	83.8	44,892	1,046	714	86.7		✔	

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	99.4	99.6	*	*600*	*99.7*	✔		
Mathematics	99	97	96.5	96.2	*0*	*605*	*96.4*			✔
Writing	99	97	97.7	98.6	*0*	*1,057*	*98.7*		✔	
Citizenship	99	97	96.4	96.3	*	*564*	*96.4*			✔
Passed All Tests	96	90	93.1	93.2	*0*	*524*	*93.2*		✔	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	53,528	3,008	5,577	3.6	30.6			✔
	Mathematics	25	70	2.1	28.6	52,909	4,844	4,360	2.9	33.9			✔
	Social Studies	25	70	1.1	31.9	53,394	4,359	4,360	1.2	32.4			✔
	Science	25	70	2.3	31.1	53,211	4,542	4,360	4.3	34.8			✔
	Writing	25	70	9.2	35.1	54,832	2,921	4,360	8.1	35.2			✔
	Language Usage	25	70	9.0	29.4	51,819	5,850	4,444	11.4	34.2			✔
GRADE 5	Reading	25	70	2.3	24.7	53,577	1,872	5,375	3.5	30.2			✔
	Mathematics	25	70	5.8	39.5	52,216	4,591	4,017	7.9	42.0			✔
	Social Studies	25	70	3.0	31.3	52,665	4,142	4,017	4.5	32.7			✔
	Science	25	70	4.0	33.3	52,482	4,325	4,017	5.7	38.7			✔
	Writing	25	70	11.7	36.8	53,939	2,868	4,017	10.7	33.1			✔
	Language Usage	25	70	10.4	26.8	50,908	5,790	4,126	15.6	35.0			✔
GRADE 8	Reading	25	70	1.2	24.6	48,113	3,780	2,949	1.9	24.0			✔
	Mathematics	25	70	4.1	35.8	46,030	6,324	2,488	5.2	40.2			✔
	Social Studies	25	70	2.8	25.9	46,956	5,398	2,488	3.3	31.9			✔
	Science	25	70	----	----	45,973	6,381	2,488	9.2	39.7			✔
	Writing	25	70	9.0	36.3	47,500	4,854	2,488	11.1	44.0			✔
	Language Usage	25	70	8.6	36.9	43,776	8,540	2,526	13.4	43.6			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	94.2	94.8	95.3		✔	
Grades 7-12	96	94	90.1	91.2	*91.6*			✔

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	30.9	*34.3*
More than 20 days	14.6	*13.2*

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	6.5	5.36	*4.58*			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	97.5	99.1	99.0	✔		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	42.6	46.0	*19,201*	*48.1*
Approved Occupational Program Requirements	17.6	15.6	*5,952*	*14.9*
BOTH - University & Occupational Requirements	2.4	2.5	*1,347*	*3.4*

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	40.2	40.5	14,876	41.2
Attend a two year college	18.7	18.4	6,612	18.3
Attend a specialized school or pursue specialized training	2.9	2.8	931	2.6
Enter employment (related to high school program)	5.4	5.1	1,726	4.8
Enter employment (unrelated to high school program)	8.5	8.4	2,889	8.0
Enter the military	3.7	4.2	1,280	3.6
Enter full-time employment and school	2.8	3.0	1,215	3.4
Enter part-time employment and/or school	12.5	12.3	4,500	12.5
Other and no response	5.3	5.3	2,059	5.7

SUPPORTING INFORMATION

School Year 1993-1994

Maryland

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	16,082	17,998
Kindergarten	59,653	60,300
Grades 1 - 6	363,736	370,347
Grades 7 - 12	299,189	309,989
Ungraded Special Education	13,120	12,743
TOTAL ENROLLMENT	751,780	771,377

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	85,439	11.7	*87,150*	*11.7*
Withdrawals	89,265	12.2	*91,074*	*12.2*

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	12,076	1.6	13,949	1.8
Chapter 1	63,167	8.4	59,681	7.7
Free/Reduced Price Meals	211,916	28.2	225,219	29.2
Special Education	87,644	11.7	89,940	11.7
Intensity I	6,725	7.7	6,854	7.6
Intensity II	30,278	34.5	31,480	35.0
Intensity III	17,516	20.0	18,862	21.0
Intensity IV	22,729	25.9	22,648	25.2
Intensity V	10,396	11.9	10,096	11.2

OTHER FACTORS	1993	1994
Wealth per pupil	$219,365	$229,445
Per pupil expenditure	$5,823	$5,978
Instructional staff per 1,000 pupils	60.4	59.8
Professional support staff per 1,000 pupils	9.3	9.2
Instructional assistants per 1,000 pupils	9.4	9.5
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	179	178

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	60,764	96.1	63,197	96.7

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Because of sampling in some school systems, state total is adjusted proportionally	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	53.0	59,034	53.6	49.0	58,420	49.1	48.0	58,604	48.8
Grade 5	48.2	57,463	48.4	49.1	57,456	51.4	50.2	57,453	51.2
Grade 8	55.2	56,127	54.5	48.8	55,210	49.4	48.8	54,833	47.9

School Improvement Notes

The state's Student Performance results are aggregates of the twenty-four local school systems' results. Overall, satisfactory standards were met for: Maryland Functional Tests--grade 9 in mathematics and citizenship, and grade 11 in writing and passed all tests; and student attendance in grades 1-6. Excellent standards were met for: student promotions and Maryland Functional Tests--grades 9 and 11 in reading. As a state, we did not meet the satisfactory standard for: writing in grade 9, mathematics and citizenship in grade 11, student attendance in grades 7-12, dropouts, and all grades and subject areas in the Maryland School Performance Assessment Program (MSPAP). We shall continue to work with local school systems to improve the quality of instruction to move us toward our goal of achieving all standards.

Data in four Baltimore City high schools (Frederick Douglass, Patterson, Walbrook, and Northwestern) cannot be verified; therefore, 1993-1994 data from those schools have been excluded in the following areas: Maryland Functional Tests: Grade 9--Reading, Mathematics, Writing and Grade 11--Reading, Mathematics, Writing, Citizenship, and Passed All Tests; Attendance Rate--Grades 7-12 and Students absent fewer than five and more than 20 days; Dropout Rate--Grades 9-12; High School Program Completion; and Student Mobility--Entrants and Withdrawals. Data will be forthcoming in early January 1995 and will impact the values in the above areas.

For additional information, please contact the Baltimore City Public School System's Office of Accountability, Assessment, Research, and Evaluation at (410) 396-8948.

ALLEGANY

Allegany County, with a population of 75,000, is located in the heart of Western Maryland. The Board of Education is housed in Cumberland, the county seat. The twenty-four public schools include thirteen elementary schools, three middle schools, three K-12 schools, one junior/senior high school, three secondary schools, and one center for career and technical education.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	98.1	843	*	0	98.2	✔		
Mathematics	90	80	84.9	845	0	0	83.0		✔	
Writing	96	90	95.1	829	21	0	85.9			✔
Citizenship	92	85	85.8	836	*	0	86.7		✔	

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	99.7	99.6	0	0	99.0	✔		
Mathematics	99	97	98.0	96.5	0	0	92.1			✔
Writing	99	97	98.5	98.7	0	*	97.4		✔	
Citizenship	99	97	98.1	96.0	0	0	89.0			✔
Passed All Tests	96	90	96.1	93.2	0	0	84.6			✔

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	759	40	37	* 5	23.3			✔
	Mathematics	25	70	0.9	19.1	726	76	34	1.0	20.7			✔
	Social Studies	25	70	0.6	25.3	734	68	34	0.0	23.2			✔
	Science	25	70	1.6	25.6	725	77	34	1.4	21.9			✔
	Writing	25	70	8.8	29.1	755	47	34	5.5	27.9			✔
	Language Usage	25	70	6.0	20.7	711	91	34	7.2	29.1			✔
GRADE 5	Reading	25	70	0.5	14.8	797	34	31	1.6	21.3			✔
	Mathematics	25	70	2.3	30.5	752	82	28	2.8	30.5			✔
	Social Studies	25	70	1.5	24.5	764	70	28	2.0	20.4			✔
	Science	25	70	2.3	26.6	753	81	28	3.5	26.9			✔
	Writing	25	70	8.9	33.3	786	48	28	7.2	26.0			✔
	Language Usage	25	70	6.2	20.7	728	106	28	12.8	31.8			✔
GRADE 8	Reading	25	70	0.5	23.5	807	40	*	1.8	21.7			✔
	Mathematics	25	70	2.2	32.6	774	79	*	3.2	34.1			✔
	Social Studies	25	70	1.7	22.0	786	67	*	2.9	29.4			✔
	Science	25	70	----	----	781	72	*	7.9	38.7			✔
	Writing	25	70	8.5	39.5	801	52	*	9.8	45.1			✔
	Language Usage	25	70	6.3	35.8	751	102	*	11.7	43.8			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	94.8	95.8	95.5		✔	
Grades 7-12	96	94	92.3	94.0	93.5			✔

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	36.4	35.2
More than 20 days	9.3	10.7

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	2.3	1.71	1.55		✔	

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	99.4	99.7	99.5	✔		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	34.2	33.2	253	33.5
Approved Occupational Program Requirements	28.7	32.8	243	32.2
BOTH - University & Occupational Requirements	1.8	2.8	25	3.3

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	23.2	23.0	201	26.7
Attend a two year college	31.1	30.9	210	27.9
Attend a specialized school or pursue specialized training	2.4	2.4	17	2.3
Enter employment (related to high school program)	4.7	6.4	58	7.7
Enter employment (unrelated to high school program)	12.4	12.1	89	11.8
Enter the military	5.1	5.0	35	4.7
Enter full-time employment and school	2.2	3.1	23	3.1
Enter part-time employment and/or school	15.1	13.7	86	11.4
Other and no response	3.6	3.3	33	4.4

SUPPORTING INFORMATION

School Year 1993-1994

Allegany

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	136	169
Kindergarten	758	798
Grades 1 - 6	5,012	4,906
Grades 7 - 12	5,057	5,166
Ungraded Special Education	204	202
TOTAL ENROLLMENT	11,167	11,241

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	705	6.4	745	6.8
Withdrawals	742	6.7	787	7.1

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	*	0.1	*	0.7
Chapter 1	1,499	13.4	1,147	10.2
Free/Reduced Price Meals	4,719	42.3	4,978	44.3
Special Education	1,299	11.6	1,373	12.2
Intensity I	128	9.9	129	9.4
Intensity II	371	28.6	428	31.2
Intensity III	414	31.9	434	31.6
Intensity IV	377	29.0	376	27.4
Intensity V	*	0.7	*	0.4

OTHER FACTORS	1993	1994
Wealth per pupil	$132,476	$137,631
Per pupil expenditure	$4,957	$5,034
Instructional staff per 1,000 pupils	61.6	62.4
Professional support staff per 1,000 pupils	8.5	8.5
Instructional assistants per 1,000 pupils	8.0	8.2
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	179	174

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	658	82.0	738	95.0

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)									
Census-Grades 3, 5 Sample-Grade 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	57.4	823	58.2	48.9	810	51.5	46.8	818	49.9
Grade 5	47.0	844	43.7	45.7	839	44.6	48.1	843	47.2
Grade 8	55.6	216	53.5	44.8	201	42.0	46.0	206	47.0

School Improvement Notes

The Instructional Framework will be used to assist us with strategies and assessments to improve student performance. The Allegany Public School System is emphasizing the involvement of stakeholders such as parent volunteers and business partnerships, and we are accenting grantswriting and academic competition in order to provide additional resources for improving performance.

We have maintained our excellent rating in reading at grades 9 and 11 and in promotions. We have maintained our satisfactory rating in mathematic and citizenship in grade 9, writing in grade 11, student attendance in grades 1-6, and the dropout rate. Alternative school settings have contributed to our near excellent achievement level in the dropout rate.

Because of concerns about the decrease in the grade 9 writing scores, we are implementing a writing program at the elementary level and we are evaluating our assistance program at the high school level in order to improve our writing scores.

ANNE ARUNDEL

Anne Arundel County, with a population of 448,947, is located on the Chesapeake Bay. The Board of Education is housed in Annapolis, the county seat and the state capital. The one hundred thirteen schools and centers include seventy-six elementary schools, seventeen middle level schools, twelve senior high schools, two centers of applied technology, three special education schools, one Phoenix center for the emotionally impaired, one alterntive center for disruptive youth, and one outdoor education center.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	98.2	4,680	102	80	98.5	✔		
Mathematics	90	80	86.3	4,685	97	80	90.2	✔		
Writing	96	90	96.1	4,376	167	319	94.1		✔	
Citizenship	92	85	86.7	4,663	117	82	88.7		✔	

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	99.7	* 99.7	0	57	99.8	✔		
Mathematics	99	97	98.3	98.2	0	57	98.8		✔	
Writing	99	97	97.8	99.1	0	178	99.4	✔		
Citizenship	99	97	96.1	97.3	0	57	97.0		✔	
Passed All Tests	96	90	93.6	96.5	0	57	95.6		✔	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	4,944	191	470	4.3	37.7			✔
	Mathematics	25	70	2.2	34.0	5,099	329	177	3.7	44.0			✔
	Social Studies	25	70	1.7	39.9	5,130	298	177	1.4	42.0			✔
	Science	25	70	2.6	37.3	5,134	294	177	5.1	44.2			✔
	Writing	25	70	10.9	40.3	5,221	207	177	9.9	41.6			✔
	Language Usage	25	70	12.3	37.7	5,014	399	192	14.0	41.4			✔
GRADE 5	Reading	25	70	3.1	31.6	4,812	111	520	4.2	37.0			✔
	Mathematics	25	70	6.7	48.7	4,930	349	164	10.5	53.6			✔
	Social Studies	25	70	3.4	37.8	4,971	308	164	5.8	40.6			✔
	Science	25	70	4.4	41.3	4,962	317	164	7.4	48.4			✔
	Writing	25	70	13.8	42.4	5,065	214	164	13.6	39.7			✔
	Language Usage	25	70	14.0	32.1	4,838	412	193	20.2	42.8			✔
GRADE 8	Reading	25	70	0.7	22.1	4,541	315	189	1.4	23.7			✔
	Mathematics	25	70	4.8	42.4	4,400	537	108	5.0	45.9			✔
	Social Studies	25	70	2.4	26.0	4,454	483	108	2.9	32.3			✔
	Science	25	70	----	----	4,409	528	108	10.0	42.9			✔
	Writing	25	70	7.0	33.7	4,522	415	108	10.0	43.7			✔
	Language Usage	25	70	7.4	35.2	4,190	744	111	11.9	42.8			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	94.9	95.5	95.7		✔	
Grades 7-12	96	94	92.4	94.2	93.9			✔

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	35.6	37.3
More than 20 days	7.5	8.1

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	5.9	3.76	4.46			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	99.0	99.4	99.5	✔		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	42.8	43.8	1,710	45.9
Approved Occupational Program Requirements	14.4	12.8	415	11.1
BOTH - University & Occupational Requirements	1.1	0.8	39	1.0

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	36.1	33.9	1,231	35.4
Attend a two year college	23.4	23.9	716	20.6
Attend a specialized school or pursue specialized training	2.3	2.4	67	1.9
Enter employment (related to high school program)	5.7	5.1	231	6.6
Enter employment (unrelated to high school program)	7.5	8.1	276	7.9
Enter the military	3.2	3.5	124	3.6
Enter full-time employment and school	3.1	3.7	132	3.8
Enter part-time employment and/or school	13.6	13.9	458	13.2
Other and no response	5.1	5.4	245	7.0

SUPPORTING INFORMATION
School Year 1993-1994
Anne Arundel

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	669	797
Kindergarten	5,198	5,308
Grades 1 - 6	32,515	33,001
Grades 7 - 12	28,021	29,161
Ungraded Special Education	1,024	753
TOTAL ENROLLMENT	67,427	69,020

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	9,716	14.7	6,447	9.6
Withdrawals	7,004	10.6	6,865	10.2

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	291	0.4	337	0.5
Chapter 1	2,029	3.0	2,121	3.1
Free/Reduced Price Meals	8,801	13.1	9,373	13.6
Special Education	8,131	12.1	8,377	12.1
Intensity I	894	11.0	910	10.9
Intensity II	3,199	39.3	3,188	38.1
Intensity III	1,898	23.3	2,012	24.0
Intensity IV	1,669	20.5	1,789	21.4
Intensity V	471	5.8	478	5.7

OTHER FACTORS	1993	1994
Wealth per pupil	$229,384	$248,014
Per pupil expenditure	$5,713	$5,984
Instructional staff per 1,000 pupils	59.3	59.0
Professional support staff per 1,000 pupils	9.7	9.8
Instructional assistants per 1,000 pupils	9.4	9.2
Average length of school day for pupils	6.3	6.3
Length of school year for pupils	180	179

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	5,362	97.6	5,480	97.8

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)									
Sample - Grades 3, 5, 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	55.8	313	64.6	54.1	313	56.6	57.5	313	65.4
Grade 5	55.7	314	55.1	51.3	314	56.3	56.4	314	62.0
Grade 8	55.2	308	58.5	49.1	303	49.7	56.5	304	58.5

School Improvement Notes

Anne Arundel County Public Schools have met all nine functional testing standards. We met the excellent standard for grade 9 in reading and mathematics and for grade 11 in reading and writing. The percentage of students passing the Maryland Functional Tests increased in six areas, with the grade 9 mathematics rating improving from satisfactory to excellent. The student promotion rate continues to be excellent, and attendance in grades 1-6 has remained satisfactory. We are only one-tenth of one percent short of satisfactory in attendance for grades 7-12, and we are confident that the various attendance incentive programs we have in place will improve secondary student attendance to an acceptable level. We experienced a slight increase in the student dropout rate and we will continue to implement stay-in-school support programs to meet the specific needs of students.

Secondary school efforts include Maryland's Tomorrow, teen parent support, peer helpers, study skills, conflict resolution groups, suspension alternatives such as Saturday School, and outreach efforts to dropouts. Elementary school mentorship programs and counseling activities help younger students experience success in school.

BALTIMORE CITY

Baltimore City, with a population of 736,000, ranks thirteenth in population in U.S. cities. The Board of Education is housed on North Avenue. The one hundred seventy-nine public schools include one hundred nineteen elementary, twenty-eight middle, fourteen high, ten special education, five alternative, and three vocational/technical schools.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	91.4	5,519	675	175	91.0			✔
Mathematics	90	80	48.2	5,589	600	175	50.5			✔
Writing	96	90	75.5	5,093	1,006	167	68.4			✔
Citizenship ◆	92	85	----	----	----	----	----			

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	97.9	99.1	0	112	98.6		✔	
Mathematics	99	97	86.4	85.7	0	112	86.4			✔
Writing	99	97	90.2	95.0	0	107	94.0			✔
Citizenship	99	97	89.6	90.1	0	112	90.2			✔
Passed All Tests	96	90	78.0	79.7	0	104	79.2			✔

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	7,221	769	1,068	0.3	9.2			✔
	Mathematics	25	70	0.1	7.1	6,781	1,209	1,068	0.7	13.4			✔
	Social Studies	25	70	0.0	9.4	6,903	1,087	1,068	0.2	11.6			✔
	Science	25	70	0.2	8.0	6,904	1,086	1,068	0.8	12.5			✔
	Writing	25	70	2.7	18.1	7,232	758	1,068	1.9	16.0			✔
	Language Usage	25	70	2.4	13.7	6,571	1,418	1,069	2.5	14.5			✔
GRADE 5	Reading	25	70	0.3	7.3	7,234	444	1,177	0.8	10.0			✔
	Mathematics	25	70	0.5	11.8	6,647	1,031	1,177	1.1	13.2			✔
	Social Studies	25	70	0.4	9.6	6,734	944	1,177	0.8	9.7			✔
	Science	25	70	0.4	7.7	6,690	988	1,177	0.5	10.6			✔
	Writing	25	70	3.0	17.6	7,005	673	1,177	1.9	13.6			✔
	Language Usage	25	70	2.8	10.4	6,375	1,303	1,177	4.2	14.7			✔
GRADE 8	Reading	25	70	0.1	5.1	5,503	1,055	477	0.2	5.4			✔
	Mathematics	25	70	0.2	5.4	4,963	1,604	468	0.2	9.4			✔
	Social Studies	25	70	0.4	6.1	5,119	1,448	468	0.4	7.7			✔
	Science	25	70	----	----	4,920	1,647	468	0.8	9.1			✔
	Writing	25	70	1.7	13.2	5,171	1,396	468	2.1	15.3			✔
	Language Usage	25	70	1.6	13.8	4,520	2,047	468	2.2	15.1			✔

' Fewer Than 20 Students ** Indicates Baseline Year Data ◆ Transition to grade 10 in 1993-94

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	94	90.4	91.9	93.6			✔
Grades 7-12	96	94	79.4	80.6	83.9			✔

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	20.3	26.7
More than 20 days	34.7	26.7

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	18.8	18.53	14.86			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	91.1	97.0	96.6		✔	

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	29.4	31.8	1,117	33.0
Approved Occupational Program Requirements	19.7	18.0	774	22.9
BOTH - University & Occupational Requirements	1.0	1.2	28	0.8

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	35.6	34.9	968	33.7
Attend a two year college	15.0	16.0	507	17.7
Attend a specialized school or pursue specialized training	4.5	4.6	116	4.0
Enter employment (related to high school program)	5.9	6.8	154	5.4
Enter employment (unrelated to high school program)	10.1	9.5	275	9.6
Enter the military	5.1	4.6	102	3.6
Enter full-time employment and school	3.2	3.2	150	5.2
Enter part-time employment and/or school	15.0	15.2	461	16.1
Other and no response	5.7	5.3	139	4.8

SUPPORTING INFORMATION
School Year 1993-1994
Baltimore City

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	4,927	5,165
Kindergarten	9,464	9,092
Grades 1 - 6	57,427	57,534
Grades 7 - 12	38,844	40,302
Ungraded Special Education	0	0
TOTAL ENROLLMENT	110,662	112,093

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	14,963	14.1	*15,296*	*15.1*
Withdrawals	23,956	22.6	*23,227*	*23.0*

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	462	0.4	398	0.4
Chapter 1	23,284	21.0	20,794	18.9
Free/Reduced Price Meals	74,938	67.7	75,764	68.9
Special Education	16,907	15.3	16,056	14.6
Intensity I	385	2.3	454	2.8
Intensity II	2,988	17.7	2,974	18.5
Intensity III	3,088	18.3	2,951	18.4
Intensity IV	8,466	50.1	8,078	50.3
Intensity V	1,980	11.7	1,599	10.0

OTHER FACTORS	1993	1994
Wealth per pupil	$123,641	$124,486
Per pupil expenditure	$5,182	$5,391
Instructional staff per 1,000 pupils	58.6	56.6
Professional support staff per 1,000 pupils	8.3	8.1
Instructional assistants per 1,000 pupils	9.3	8.7
Average length of school day for pupils	6.5	6.2
Length of school year for pupils	180	180

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FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	9,416	88.7	9,757	90.4

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census - Grades 3, 5 Sample - Grade 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	36.0	8,327	39.0	34.0	8,327	39.0	33.0	8,327	39.0
Grade 5	32.0	7,900	32.0	37.0	7,900	40.0	39.0	7,900	41.0
Grade 8	31.0	243	38.0	34.0	243	38.0	26.0	243	29.0

School Improvement Notes

Data in four high schools (Frederick Douglass, Patterson, Walbrook, and Northwestern) cannot be verified; therefore, 1993-1994 data from those schools have been excluded in the following areas:

- Maryland Functional Tests, Grade 9 Status
  - Reading
  - Mathematics
  - Writing
- Maryland Functional Tests, Grade 11 Status
  - Reading
  - Mathematics
  - Writing
  - Citizenship
  - Passed All Tests
- Attendance Rate (Yearly), Grades 7-12; Students absent fewer than five and more than 20 days
- Dropout Rate (Yearly), Grades 9-12
- High School Program Completion
- Student Mobility, Entrants and Withdrawals

Data will be forthcoming in early January 1995 and will impact the values in the above areas. For additional information, please contact the Baltimore City Public School System's Office of Accountability, Assessment, Research, and Evaluation at (410) 396-8948.

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BALTIMORE COUNTY

Baltimore County, with a population of 698,000, changes from urban to suburtan to rural as it nears the northern border of the state. The Board of Education is housed in Towson, the county seat. The one hundred fifty-eight public schools include ninety-eight elementary, twenty-six middle, twenty-four high, two alternative high, three alternative middle, and five special education schools.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	98.2	6,710	306	56	97.5	✔		
Mathematics	90	80	83.4	6,743	272	57	82.3		✔	
Writing	96	90	95.5	6,466	554	52	89.4			✔
Citizenship	92	85	84.9	6,647	369	56	81.7			✔

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	99.9	99.8	0	*	99.8	✔		
Mathematics	99	97	99.6	97.6	0	*	97.4		✔	
Writing	99	97	99.4	99.4	0	*	99.1	✔		
Citizenship	99	97	99.7	97.1	0	*	97.0		✔	
Passed All Tests	96	90	99.0	94.9	0	*	94.4		✔	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	....	....	6,646	293	741	3.3	33.2			✔
	Mathematics	25	70	2.3	33.9	6,640	443	597	2.7	37.8			✔
	Social Studies	25	70	1.0	35.5	6,662	421	597	1.2	35.4			✔
	Science	25	70	2.2	34.6	6,651	432	597	4.5	37.8			✔
	Writing	25	70	9.7	37.4	6,795	288	597	7.8	37.1			✔
	Language Usage	25	70	10.0	32.2	6,527	553	600	12.0	37.3			✔
GRADE 5	Reading	25	70	2.7	28.2	6,670	185	737	3.5	34.2			✔
	Mathematics	25	70	6.5	43.5	6,620	433	539	8.6	47.4			✔
	Social Studies	25	70	3.1	35.1	6,648	405	539	5.2	38.2			✔
	Science	25	70	3.8	35.7	6,642	411	539	5.7	43.3			✔
	Writing	25	70	12.6	38.4	6,774	279	539	9.7	34.4			✔
	Language Usage	25	70	10.7	28.7	6,485	564	543	16.9	39.6			✔
GRADE 8	Reading	25	70	1.6	26.8	6,078	256	502	2.5	28.5			✔
	Mathematics	25	70	4.1	39.9	5,947	492	397	5.7	44.7			✔
	Social Studies	25	70	2.7	28.7	6,029	410	397	3.1	36.7			✔
	Science	25	70	....	....	5,941	498	397	10.3	45.7			✔
	Writing	25	70	10.2	39.2	6,086	353	397	13.5	52.4			✔
	Language Usage	25	70	9.2	39.9	5,754	681	401	16.5	51.4			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	95.0	95.2	95.5		✔	
Grades 7-12	96	94	92.7	92.9	92.6			✔

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	32.5	35.7
More than 20 days	11.2	11.2

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	4.8	3.32	2.19		✔	

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	98.3	99.5	99.6	✔		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	40.6	46.6	2,479	44.4
Approved Occupational Program Requirements	17.7	18.5	992	17.8
BOTH - University & Occupational Requirements	1.9	2.2	196	3.5

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	39.4	40.0	1,796	39.5
Attend a two year college	19.1	19.1	934	20.5
Attend a specialized school or pursue specialized training	2.6	2.5	90	2.0
Enter employment (related to high school program)	5.4	5.4	202	4.4
Enter employment (unrelated to high school program)	9.0	8.0	374	8.2
Enter the military	3.6	3.9	157	3.4
Enter full-time employment and school	3.9	4.1	175	3.8
Enter part-time employment and/or school	13.3	12.5	566	12.4
Other and no response	3.7	4.6	257	5.6

SUPPORTING INFORMATION
School Year 1993-1994
Baltimore County

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	2,178	2,478
Kindergarten	7,411	7,466
Grades 1 - 6	46,045	47,247
Grades 7 - 12	37,097	38,780
Ungraded Special Education	539	431
TOTAL ENROLLMENT	93,270	96,402

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	9,036	10.0	10,044	10.8
Withdrawals	8,776	9.7	9,874	10.6

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	1,310	1.4	1,424	1.5
Chapter 1	7,935	8.5	8,795	9.1
Free/Reduced Price Meals	17,666	18.9	20,111	20.9
Special Education	10,902	11.7	11,134	11.5
Intensity I	587	5.4	469	4.2
Intensity II	4,009	36.8	4,427	39.8
Intensity III	1,581	14.5	1,924	17.3
Intensity IV	2,914	26.7	2,705	24.3
Intensity V	1,811	16.6	1,609	14.5

OTHER FACTORS	1993	1994
Wealth per pupil	$266,424	$270,710
Per pupil expenditure	$6,200	$6,203
Instructional staff per 1,000 pupils	61.1	60.8
Professional support staff per 1,000 pupils	10.4	10.1
Instructional assistants per 1,000 pupils	4.9	5.4
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	178	175

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	7,667	94.6	7,980	93.5

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census - Grade 3 Sample - Grades 5, 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	59.0	7,157	56.0	52.0	7,116	53.0	59.0	7,147	56.0
Grade 5	62.0	253	53.0	53.0	253	52.0	62.0	253	52.0
Grade 8	66.0	258	68.0	51.0	258	55.0	57.0	258	49.0

School Improvement Notes

The Baltimore County Public School System has continued to develop both alternative schools and magnet schools as additions to an already challenging educational spectrum focused on the needs of a culturally diverse student population. While we have focused efforts on meeting the standards of the Maryland School Performance Assessment Program (MSPAP), we remain committed to helping our students pass the functional tests as soon as possible in their academic careers. We view students' performance on functional tests and on the Comprehensive Tests of Basic Skills as a measure of how well they have learned skills and facts. Our students have done well on these tests over the years, and we take seriously any drop in our scores and implement programs to reverse those drops.

For instance, on the CTBS census testing we conduct in grades 3, 5, and 8, our fifth and eighth grade scores have increased over a four year period. Median scores are: grade 5--Reading Comprehension at the 66th percentile and mathematics at the 74th percentile; grade 8 Reading Comprehension at the 54th percentile, and mathematics at the 60th percentile. These scores indicate continued success. Because our grade 3 scores have declined, we have begun programs to correct the decline.

We are pleased with the general rise in performance on the MSPAP this year as well, indicating that our emphasis on helping students to apply what they have learned in the classroom is meeting with success. We are gratified by the results of our efforts to lower the dropout rate which, for the second year, declined by more than one percent.

Our plan, *Great Expectations 2000: Shaping the Vision*, updated this year with the *Moving Toward the Vision* progress report, will drive the instructional improvement efforts of our community, teachers, and administrators. We have undergone curriculum analysis and initiated equity grants at fifty needy schools as further evidence of our commitment to improved instruction and accountability. Together, these dynamic programs and the dedication of our staff and community continue to guide us as we prepare students for life in the twenty-first century.

CALVERT

Calvert County, with a population of 52,000, is bounded by the Chesapeake Bay on the east and the Patuxent River on the west. The Board of Education is housed in Prince Frederick, the county seat. The seventeen public schools include nine elementary schools, four middle schools, one special education center, one vocational/technical center, and two high schools.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	99.9	841	*	0	99.0	✔		
Mathematics	90	80	94.9	842	*	0	93.5	✔		
Writing	96	90	99.1	830	*	0	97.2	✔		
Citizenship	92	85	93.6	836	*	0	93.8	✔		

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	100.0	99.8	0	0	99.9	✔		
Mathematics	99	97	98.1	99.4	0	0	98.8		✔	
Writing	99	97	99.1	99.5	0	0	99.6	✔		
Citizenship	99	97	97.5	98.5	0	*	98.7		✔	
Passed All Tests	96	90	96.8	98.1	0	0	97.1	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	912	34	91	3.9	32.8			✔
	Mathematics	25	70	0.9	27.7	939	60	38	2.0	28.8			✔
	Social Studies	25	70	0.7	36.9	955	44	38	0.7	30.4			✔
	Science	25	70	2.9	34.7	950	49	38	2.9	34.3			✔
	Writing	25	70	8.4	38.1	969	30	38	5.4	30.3			✔
	Language Usage	25	70	9.2	30.9	936	63	38	7.9	32.4			✔
GRADE 5	Reading	25	70	2.3	26.3	862	20	73	5.7	40.6			✔
	Mathematics	25	70	4.5	40.5	854	28	33	4.7	43.3			✔
	Social Studies	25	70	2.7	31.5	867	55	33	5.6	42.1			✔
	Science	25	70	2.6	35.7	875	47	33	6.5	50.8			✔
	Writing	25	70	12.8	35.5	875	47	33	11.2	37.7			✔
	Language Usage	25	70	10.3	26.4	842	80	33	17.5	38.2			✔
GRADE 8	Reading	25	70	0.9	29.0	886	55	21	1.5	29.9			✔
	Mathematics	25	70	4.2	42.9	844	97	21	5.6	43.5			✔
	Social Studies	25	70	3.8	34.0	873	68	21	4.1	38.6			✔
	Science	25	70	----	----	853	88	21	12.3	46.7			✔
	Writing	25	70	11.0	43.1	876	65	21	15.7	53.3			✔
	Language Usage	25	70	8.7	41.4	815	126	21	15.5	48.6			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	94.7	95.0	95.5		✔	
Grades 7-12	96	94	92.8	93.6	94.4		✔	

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	27.8	31.4
More than 20 days	8.3	4.7

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	3.5	3.0	3.47			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	97.4	98.2	98.0	✔		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	49.3	46.1	322	49.9
Approved Occupational Program Requirements	17.7	19.7	115	17.8
BOTH - University & Occupational Requirements	2.6	3.6	44	6.8

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	33.2	26.3	195	32.1
Attend a two year college	15.0	19.5	114	18.8
Attend a specialized school or pursue specialized training	4.7	4.0	23	3.8
Enter employment (related to high school program)	9.9	8.6	36	5.9
Enter employment (unrelated to high school program)	11.5	12.6	58	9.5
Enter the military	2.1	5.8	23	3.8
Enter full-time employment and school	2.6	2.3	17	2.8
Enter part-time employment and/or school	16.3	17.2	100	16.4
Other and no response	4.7	3.6	42	6.9

SUPPORTING INFORMATION
School Year 1993-1994
Calvert

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	181	222
Kindergarten	983	975
Grades 1 - 6	5,369	5,753
Grades 7 - 12	4,557	4,924
Ungraded Special Education	525	421
TOTAL ENROLLMENT	11,615	12,295

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	1,002	8.7	933	7.8
Withdrawals	917	8.0	1,048	8.8

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	*	0.1	*	0.1
Chapter 1	526	4.5	476	3.9
Free/Reduced Price Meals	1,650	14.2	1,772	14.4
Special Education	1,487	12.8	1,509	12.3
Intensity I	181	12.2	195	12.9
Intensity II	592	39.8	573	38.0
Intensity III	246	16.5	311	20.6
Intensity IV	398	26.8	345	22.9
Intensity V	70	4.7	85	5.6

OTHER FACTORS	1993	1994
Wealth per pupil	$213,710	$226,948
Per pupil expenditure	$5,423	$5,610
Instructional staff per 1,000 pupils	53.8	54.5
Professional support staff per 1,000 pupils	8.7	8.5
Instructional assistants per 1,000 pupils	11.6	11.5
Average length of school day for pupils	6.0	6.8
Length of school year for pupils	180	180

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	965	99.7	1,081	99.5

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census-Grades 3, 5, and 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	63.7	958	61.0	60.1	956	56.5	66.6	956	65.5
Grade 5	65.6	903	67.0	63.0	904	67.5	70.0	904	65.5
Grade 8	68.0	914	66.5	63.4	917	60.5	63.0	916	60.5

School Improvement Notes

We are pleased that our secondary students reached the satisfactoy level of attendance for the 1993-94 school year. The new attendance policy has apparently helped our students meet this standard.

We regret that our dropout rate has fallen from the satisfactory range. While many factors influencing this are beyond the schools' control, we will redouble our guidance and counseling efforts designed to keep students in school through graduation.

The 1993 and 1994 Maryland School Performance Assessment Program (MSPAP) results for grades 3, 5, and 8, each presented for the first time in this report, indicate that we have much work to do with our students if they are to meet the satisfactory standard by the spring of 1996 as expected by the assessment guidelines. A comparison of these two years shows that grade 5 made substantial progress toward the satisfactory standard, grade 8 made some progress, but grade 3 slipped. Our staff development program will continue to concentrate on changing the instructional program to enable our students to meet the demands of these performance assessments. We are committed to sustaining improvement in this area.

In those areas where our students have met the satisfactory standard, we will continue to strive for excellence.

CAROLINE

Caroline County, with a population of 27,000, is located on the Eastern Shore, midway between Maryland's northern and southern borders. Delaware forms its eastern border. The Board of Education is housed in Denton, the county seat. The ten public schools include five elementary schools, two middle schools, two hgh schools, and one career and technology center.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	97.9	426	*	*	96.9		✔	
Mathematics	90	80	83.8	424	*	*	71.0			✔
Writing	96	90	83.6	404	*	*	69.6			✔
Citizenship	92	85	87.7	408	*	*	82.1			✔

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	99.7	98.9	0	*	100.0	✔		
Mathematics	99	97	98.6	97.5	0	*	96.4			✔
Writing	99	97	96.9	96.8	0	*	98.2		✔	
Citizenship	99	97	97.3	96.5	0	*	96.4			✔
Passed All Tests	96	90	93.5	94.7	0	*	93.0		✔	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
G	Reading	25	70	----	----	386	*	25	3.0	25.4			✔
R	Mathematics	25	70	0.5	25.2	391	26	*	2.4	33.8			✔
A	Social Studies	25	70	0.2	22.5	398	*	*	0.7	25.7			✔
D	Science	25	70	1.7	27.6	395	22	*	2.4	34.3			✔
E	Writing	25	70	5.5	27.3	405	*	*	7.9	36.0			✔
3	Language Usage	25	70	7.0	25.4	387	30	*	9.4	30.2			✔
G	Reading	25	70	0.8	18.2	374	*	23	2.3	23.2			✔
R	Mathematics	25	70	3.0	32.1	375	*	*	11.5	40.7			✔
A	Social Studies	25	70	2.8	23.0	377	*	*	4.9	27.1			✔
D	Science	25	70	3.5	27.3	373	*	*	4.9	33.5			✔
E	Writing	25	70	8.3	30.8	380		*	10.5	29.2			✔
5	Language Usage	25	70	6.8	17.9	368	22	*	9.2	24.9			✔
G	Reading	25	70	0.0	19.1	343	*	*	0.8	15.2			✔
R	Mathematics	25	70	1.9	26.6	337	25	*	1.7	32.3			✔
A	Social Studies	25	70	0.8	16.6	345	*	*	2.5	23.8			✔
D	Science	25	70	----	----	335	27	*	5.5	29.8			✔
E	Writing	25	70	5.8	29.9	348	*	*	5.8	28.2			✔
8	Language Usage	25	70	4.7	31.6	325	37	*	6.6	35.9			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	95.5	95.6	95.6		✔	
Grades 7-12	96	94	91.8	92.5	94.2		✔	

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	31.5	36.6
More than 20 days	10.5	7.1

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	6.4	4.13	5.70			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	99.7	99.4	99.0	✔		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	38.6	34.6	100	35.0
Approved Occupational Program Requirements	26.2	31.3	76	26.6
BOTH - University & Occupational Requirements	0.7	2.4	6	2.1

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	31.5	24.0	59	23.8
Attend a two year college	11.3	15.9	34	13.7
Attend a specialized school or pursue specialized training	5.8	3.3	10	4.0
Enter employment (related to high school program)	8.2	15.9	39	15.7
Enter employment (unrelated to high school program)	13.6	12.2	39	15.7
Enter the military	10.5	10.6	19	7.7
Enter full-time employment and school	2.3	3.7	12	4.8
Enter part-time employment and/or school	10.5	11.4	28	11.3
Other and no response	6.2	3.3	8	3.2

SUPPORTING INFORMATION

School Year 1993-1994

Caroline

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	58	100
Kindergarten	385	408
Grades 1 - 6	2,400	2,434
Grades 7 - 12	2,108	2,182
Ungraded Special Education	52	44
TOTAL ENROLLMENT	5,003	5,168

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	412	8.4	481	9.5
Withdrawals	430	8.8	498	9.9

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	39	0.8	53	1.0
Chapter 1	656	13.1	300	5.8
Free/Reduced Price Meals	1,817	36.3	1,769	34.2
Special Education	652	13.0	699	13.5
Intensity I	98	15.0	101	14.4
Intensity II	245	37.6	238	34.0
Intensity III	187	28.7	227	32.5
Intensity IV	106	16.3	115	16.5
Intensity V	*	2.5	*	2.6

OTHER FACTORS	1993	1994
Wealth per pupil	$113,719	$119,819
Per pupil expenditure	$4,706	$4,898
Instructional staff per 1,000 pupils	57.0	57.4
Professional support staff per 1,000 pupils	9.9	9.8
Instructional assistants per 1,000 pupils	11.7	13.7
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	180	180

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	414	99.8	431	100.0

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census-Grades 3, 5, and 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	57.0	417	57.0	52.0	417	55.0	56.0	415	61.0
Grade 5	43.0	395	44.0	56.0	396	56.0	49.0	396	58.0
Grade 8	45.0	366	53.0	41.0	364	41.0	42.0	366	39.0

School Improvement Notes

In order to fully implement our *Design for Success*, we have entered into a new and unique partnership, *Challenge System Initiative*, with the Maryland State Department of Education. This partnership provides resources and matching funds to help us meet standards. Through this initiative, we are continuing our systemic restructuring activities with several notable successes. Each elementary and middle school has new computer labs with an interactive learning system. High school students have access to a distance learning laboratory that enables them to attend courses for college credit. Pre-school programs have been established at each elementary school. Teachers are involved in re-writing curriculum and developing assesments in over sixty curricular areas. We will continue to involve staff, parents, and community to build partnerships that help students to achieve excellence. The 1994 functional test results indicate that these changes in curriculum, assessment, and instructional methodology are needed to help students reach the state standards.

CARROLL

Carroll County, with a population of 136,490, is a jurisdiction of the Baltimore metropolitan area. The Board of Education is housed in Westminster, the county seat. The thirty-three public schools include nineteen elementary schools, eight middle/combined schools, five high schools, and a career and technology center.

STUDENT PERFORMANCE
School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	99.1	1,693	*	*	99.4	✔		
Mathematics	90	80	92.0	1,694	*	*	91.1	✔		
Writing	96	90	98.4	1,672	32	*	97.0	✔		
Citizenship	92	85	92.1	1,693	*	*	91.0		✔	

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	99.7	99.8	0	*	99.9	✔		
Mathematics	99	97	98.5	98.5	0	*	99.4	✔		
Writing	99	97	99.4	99.7	0	*	99.9	✔		
Citizenship	99	97	98.7	99.3	0	*	98.9		✔	
Passed All Tests	96	90	97.8	97.7	0	*	98.5	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	1,710	113	138	6.9	42.2			✔
	Mathematics	25	70	3.0	37.0	1,746	190	25	5.0	47.2			✔
	Social Studies	25	70	2.1	40.7	1,771	165	25	4.0	46.1			✔
	Science	25	70	3.6	40.7	1,758	178	25	9.8	53.0			✔
	Writing	25	70	10.9	39.4	1,829	107	25	12.6	47.0			✔
	Language Usage	25	70	9.1	30.6	1,700	218	43	15.5	40.5			✔
GRADE 5	Reading	25	70	2.4	31.1	1,656	78	129	5.0	42.4			✔
	Mathematics	25	70	7.5	50.5	1,671	172	20	9.7	55.0			✔
	Social Studies	25	70	3.8	40.8	1,677	166	20	7.1	44.1			✔
	Science	25	70	5.7	48.8	1,679	164	20	9.3	52.1			✔
	Writing	25	70	15.9	45.2	1,737	106	20	13.3	41.9			✔
	Language Usage	25	70	13.1	33.4	1,628	201	34	17.4	39.5			✔
GRADE 8	Reading	25	70	2.0	40.3	1,604	87	59	4.0	36.3			✔
	Mathematics	25	70	5.3	53.6	1,556	173	21	6.8	57.2			✔
	Social Studies	25	70	5.0	41.8	1,589	140	21	7.6	47.5			✔
	Science	25	70	----	----	1,558	171	21	16.5	60.1			✔
	Writing	25	70	14.7	50.1	1,617	112	21	17.1	56.5			✔
	Language Usage	25	70	14.9	50.5	1,492	233	25	18.6	56.6			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	95.1	95.4	95.7		✔	
Grades 7-12	96	94	92.9	93.7	93.8			✔

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	33.1	36.9
More than 20 days	9.7	8.7

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	3.1	2.85	2.95		✔	

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	99.4	99.7	99.8	✔		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	39.2	45.2	589	43.4
Approved Occupational Program Requirements	15.8	16.6	208	15.3
BOTH - University & Occupational Requirements	0.8	1.1	14	1.0

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	39.7	42.2	519	41.8
Attend a two year college	19.0	16.5	227	18.3
Attend a specialized school or pursue specialized training	2.9	3.1	23	1.9
Enter employment (related to high school program)	7.1	6.9	79	6.4
Enter employment (unrelated to high school program)	9.6	11.5	119	9.6
Enter the military	4.0	4.5	33	2.7
Enter full-time employment and school	2.1	2.1	48	3.9
Enter part-time employment and/or school	12.0	8.8	138	11.1
Other and no response	3.7	4.3	55	4.4

SUPPORTING INFORMATION

School Year 1993-1994

Carroll

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	177	197
Kindergarten	1,910	1,910
Grades 1 - 6	11,148	11,408
Grades 7 - 12	9,663	9,931
Ungraded Special Education	267	284
TOTAL ENROLLMENT	23,165	23,730

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	1,791	7.8	1,686	7.2
Withdrawals	1,775	7.7	1,787	7.6

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	34	0.2	54	0.2
Chapter 1	819	3.5	840	3.5
Free/Reduced Price Meals	2,074	9.0	2,137	9.0
Special Education	2,659	11.5	2,937	12.4
Intensity I	450	16.9	514	17.5
Intensity II	1,282	48.2	1,399	47.6
Intensity III	475	17.9	498	17.0
Intensity IV	370	13.9	424	14.4
Intensity V	82	3.1	102	3.5

OTHER FACTORS	1993	1994
Wealth per pupil	$171,057	$178,721
Per pupil expenditure	$5,089	$5,315
Instructional staff per 1,000 pupils	57.6	57.9
Professional support staff per 1,000 pupils	9.1	9.3
Instructional assistants per 1,000 pupils	7.7	7.8
Average length of school day for pupils	6.4	6.2
Length of school year for pupils	180	174

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	1,857	98.7	1,939	99.4

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census-Grades 3, 5, and 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	58.2	1,915	56.3	51.8	1,911	51.2	54.5	1,918	49.7
Grade 5	56.2	1,810	51.5	60.6	1,794	55.6	58.3	1,809	55.9
Grade 8	62.5	1,700	60.5	60.6	1,678	57.0	64.3	1,703	59.4

School Improvement Notes

The Carroll County Public School system is proud of its students, whose achievements were among the highest in the state. Again this year, students continued to meet all the standards on the functional tests. In seven cases, those standards were met at the excellent level.

The newest element of this report is the Maryland School Performance Assessment Program. Although meeting those standards is not an expectation until 1996, our students are making steady progress toward these most ambitious state goals. While our student achievement was higher than the statewide average, much work remains to be done if this goal is to be attained. Our school improvement effort continues to be focused upon providing still better learning opportunities for all students.

CECIL

Cecil County, with a population of 75,000 is located in the northeastern corner of Maryland. The Board of Education is housed in Elkton, the County seat. The twenty-eight public schools include seventeen elementary schools, five middle schools, one combined middle/high school, four high schools, and one school of technology.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	99.8	938	*	*	99.8	✔		
Mathematics	90	80	91.8	936	*	*	88.0		✔	
Writing	96	90	98.7	913	22	*	96.3	✔		
Citizenship	92	85	87.9	934	*	*	89.6		✔	

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	100.0	99.9	0	*	100.0	✔		
Mathematics	99	97	99.2	99.2	0	*	99.4	✔		
Writing	99	97	99.4	99.6	0	*	99.5	✔		
Citizenship	99	97	99.0	99.2	0	*	99.5	✔		
Passed All Tests	96	90	97.8	98.1	0	*	98.5	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	967	33	101	4.0	29.7			✔
	Mathematics	25	70	1.1	23.6	954	67	80	1.9	29.4			✔
	Social Studies	25	70	1.9	31.8	956	65	80	1.5	33.9			✔
	Science	25	70	2.1	30.1	956	65	80	3.8	32.9			✔
	Writing	25	70	11.5	38.0	982	39	80	11.4	38.2			✔
	Language Usage	25	70	8.0	28.1	939	82	80	12.9	36.3			✔
GRADE 5	Reading	25	70	2.5	22.8	991	27	81	4.7	34.0			✔
	Mathematics	25	70	2.6	35.2	911	117	71	5.4	40.0			✔
	Social Studies	25	70	3.7	34.3	932	96	71	5.4	37.3			✔
	Science	25	70	3.3	34.3	947	81	71	5.6	40.3			✔
	Writing	25	70	11.9	37.7	965	63	71	11.4	37.0			✔
	Language Usage	25	70	7.7	25.8	907	121	71	15.8	35.7			✔
GRADE 8	Reading	25	70	1.4	28.8	960	61	35	3.1	32.9			✔
	Mathematics	25	70	2.6	37.7	923	98	35	4.8	44.1			✔
	Social Studies	25	70	3.3	26.5	946	75	35	5.4	42.2			✔
	Science	25	70	---	----	914	107	35	8.8	45.3			✔
	Writing	25	70	10.7	46.2	955	66	35	17.6	54.5			✔
	Language Usage	25	70	8.3	38.5	886	135	35	15.8	51.5			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Exceilent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	94.8	95.2	95.6		✔	
Grades 7-12	96	94	91.2	91.1	92.3			✔

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	29.5	32.0
More than 20 days	15.9	11.0

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	5.8	4.79	4.43			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	98.5	100.0	99.0	✔		

HIGH SCHOOL PROGRAM COMPLETION	1990** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	39.0	35.1	265	37.2
Approved Occupational Program Requirements	21.8	17.4	149	20.9
BOTH - University & Occupational Requirements	4.7	1.2	16	2.2

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	25.2	21.6	189	26.8
Attend a two year college	19.2	22.3	135	19.2
Attend a specialized school or pursue specialized training	3.2	4.7	29	4.1
Enter employment (related to high school program)	8.9	8.3	52	7.4
Enter employment (unrelated to high school program)	14.5	11.7	112	15.9
Enter the military	4.7	4.5	34	4.8
Enter full-time employment and school	1.9	2.2	27	3.8
Enter part-time employment and/or school	17.0	17.5	90	12.8
Other and no response	5.4	7.2	36	5.1

SUPPORTING INFORMATION
School Year 1993-1994
Cecil

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	260	312
Kindergarten	1,125	1,057
Grades 1 - 6	6,452	6,720
Grades 7 - 12	5,599	5,600
Ungraded Special Education	129	120
TOTAL ENROLLMENT	13,565	13,809

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	1,349	10.2	1,398	10.5
Withdrawals	1,365	10.4	1,511	11.3

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	75	0.6	54	0.4
Chapter 1	617	4.5	615	4.5
Free/Reduced Price Meals	2,603	19.2	2,967	21.5
Special Education	1,887	13.9	2,084	15.1
Intensity I	251	13.3	264	12.7
Intensity II	501	26.6	540	25.9
Intensity III	476	25.2	530	25.4
Intensity IV	481	25.5	559	26.8
Intensity V	178	9.4	191	9.2

OTHER FACTORS	1993	1994
Wealth per pupil	$146,941	$158,872
Per pupil expenditure	$5,075	$5,131
Instructional staff per 1,000 pupils	62.9	62.8
Professional support staff per 1,000 pupils	9.8	9.6
Instructional assistants per 1,000 pupils	8.0	7.7
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	180	180

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	1,138	100.0	1,244	100.0

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census-Grades 3, 5, and 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	61.0	991	60.5	59.0	992	58.0	55.0	991	54.2
Grade 5	55.0	1,012	53.6	57.0	1,012	54.7	53.0	1,007	54.2
Grade 8	64.0	1,036	60.1	54.0	1,031	53.1	54.0	1,033	50.0

School Improvement Notes

We are proud that students in the Cecil County Public Schools continue to excel on the Maryland Functional Tests. The school system will continue to maintain a solid foundation of instruction in the basic skills. We are beginning to introduce functional tests in the middle schools. At the same time, we continue to develop teaching strategies and activities which focus on problem solving performance tasks and higher order thinking skills in preparation for the Maryland School Performance Assessment Program (MSPAP).

Cecil County schools were consistent with school systems across the state in showing some improvement in the 1994 MSPAP. The challenge continues as we join other Maryland school systems in striving to meet the high standards of this assessment. While we improved in nearly every area tested, we gained over six percentage points in eight of the areas. In many cases, individual schools' improvements were even greater.

Cecil County elementary schools are meeting the standards in attendance and promotion. Consistent progress continues at the secondary level as improvements are recorded in the attendance and dropout rates. Our past efforts are bringing positive results. An evening high school, an aggressive attendance policy, and a proposed alternative school for disruptive students should bring about continued improvement.

The Board of Education of Cecil County gratefully acknowledges the special efforts of teachers, administrators, and support staff in our schools. The support of parents, businesses, and civic organizations also makes a difference for our children.

CHARLES

Charles County, with a population of 109,300 in southern Maryland, is one of five Maryland counties that make up the Washington, DC-Maryland-Virginia metropolitan area. The Board of Education is housed in LaPlata, the county seat. The thirty-seven schools and centers include: eighteen elementary, six middle, five high, one career and technology, one evening, one alternative, two adult services, one special education and early childhood, and one environmental education center.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	98.0	1,514	*	35	98.3	✔		
Mathematics	90	80	88.2	1,515	*	34	88.5		✔	
Writing	96	90	96.4	1,505	28	*	95.4		✔	
Citizenship	92	85	93.5	1,527	*	*	92.9	✔		

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	96.7	99.1	0	40	99.8	✔		
Mathematics	99	97	87.8 *	97.5	0	39	98.7		✔	
Writing	99	97	98.4	98.9	0	32	99.3	✔		
Citizenship	99	97	89.6	97.9	0	37	99.2	✔		
Passed All Tests	96	90	79.1	96.5	0	26	97.8	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	1,413	69	57	36.6	27.3			✔
	Mathematics	25	70	0.9	19.0	1,389	96	54	11.1	24.4			✔
	Social Studies	25	70	0.7	27.3	1,402	83	54	0.5	27.6			✔
	Science	25	70	1.1	24.9	1,397	88	54	2.6	27.3			✔
	Writing	25	70	7.4	31.4	1,429	56	54	6.9	32.8			✔
	Language Usage	25	70	7.0	24.0	1,362	122	55	9.0	29.2			✔
GRADE 5	Reading	25	70	1.7	22.8	1,551	48	45	2.9	26.6			✔
	Mathematics	25	70	3.5	34.7	1,462	145	37	4.3	35.0			✔
	Social Studies	25	70	3.4	31.8	1,497	110	37	4.2	30.1			✔
	Science	25	70	3.5	31.9	1,474	133	37	4.5	33.3			✔
	Writing	25	70	11.3	35.7	1,529	78	37	9.8	31.1			✔
	Language Usage	25	70	9.4	25.6	1,435	172	37	10.8	28.9			✔
GRADE 8	Reading	25	70	1.2	27.5	1,324	94	68	2.0	27.3			✔
	Mathematics	25	70	3.5	39.0	1,272	149	65	3.7	43.4			✔
	Social Studies	25	70	3.5	27.9	1,291	130	65	4.5	37.6			✔
	Science	25	70	----	----	1,270	151	65	7.8	41.6			✔
	Writing	25	70	11.5	41.4	1,318	103	65	13.9	47.9			✔
	Language Usage	25	70	8.3	38.6	1,207	214	65	14.0	44.9			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	95.4	95.3	95.3		✔	
Grades 7-12	96	94	92.0	91.7	91.8			✔

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	29.4	30.2
More than 20 days	13.6	13.7

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	4.6	3.17	3.67			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	98.8	99.3	99.6	✔		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	30.6	35.4	425	37.2
Approved Occupational Program Requirements	51.7	11.3	88	7.7
BOTH - University & Occupational Requirements	10.0	2.0	9	0.8

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	27.1	28.0	344	32.8
Attend a two year college	23.1	22.4	203	19.3
Attend a specialized school or pursue specialized training	3.5	3.5	35	3.3
Enter employment (related to high school program)	8.7	5.4	46	4.4
Enter employment (unrelated to high school program)	10.5	10.3	97	9.2
Enter the military	4.7	5.5	37	3.5
Enter full-time employment and school	3.2	2.4	38	3.6
Enter part-time employment and/or school	14.2	14.1	173	16.5
Other and no response	4.9	8.3	77	7.3

SUPPORTING INFORMATION
School Year 1993-1994
Charles

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	255	337
Kindergarten	1,290	1,371
Grades 1 - 6	9,154	9,215
Grades 7 - 12	7,906	8,212
Ungraded Special Education	942	966
TOTAL ENROLLMENT	19,547	20,101

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	1,926	10.0	1,982	10.0
Withdrawals	1,947	10.1	2,068	10.5

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	165	0.8	76	0.4
Chapter 1	1,660	8.5	1,483	7.4
Free/Reduced Price Meals	3,723	19.0	4,089	20.3
Special Education	2,337	12.0	2,474	12.3
Intensity I	291	12.5	366	14.8
Intensity II	613	26.2	632	25.5
Intensity III	440	18.8	474	19.2
Intensity IV	802	34.3	785	31.7
Intensity V	191	8.2	217	8.8

OTHER FACTORS	1993	1994
Wealth per pupil	$164,114	$173,311
Per pupil expenditure	$5,448	$5,627
Instructional staff per 1,000 pupils	57.9	62.4
Professional support staff per 1,000 pupils	8.6	9.2
Instructional assistants per 1,000 pupils	5.6	8.2
Average length of school day for pupils	6.6	6.5
Length of school year for pupils	180	180

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	1,582	99.2	1,554	99.9

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census-Grades 3, 5, and 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	56.5	1,463	54.9	51.0	1,459	51.2	48.6	1,454	49.6
Grade 5	49.9	1,533	48.2	55.4	1,519	51.3	52.6	1,519	51.2
Grade 8	61.6	1,375	55.8	55.8	1,376	53.3	60.6	1,373	52.3

School Improvement Notes

The Charles County Public School System is committed to doing what is best for our students. With the cooperation of parents, community, business partners, and elected officials--everyone working together--we are confident we can meet the goals of excellence for all children. We met eleven of the original thirteen standards. We met the excellent standard on functional reading in grades 9 and 11, citizenship in grades 9 and 11, writing in grade 11, all tests in grade 11, and the promotion rate. We improved the attendance rate for grades 7-12, but have not yet met the satisfactory standard.

We continue to work to improve the secondary attendance rate and the dropout rate. We are pleased with the improvement in student performance which was made possible through the dedication and commitment of school system staff, parents, students, and a supportive community. Their cooperative efforts are vital to the success of our system. We will continue to work to meet the Maryland School Performance Assessment Program standards of satisfactory and excellent.

DORCHESTER

Dorchester County, with a population of 30,250, is the largest county on the Eastern Shore. Its borders are formed by the Chesapeake Bay on the west and Delaware on the east. The Board of Education is located in Cambridge, the county seat. The twelve public schools include six elementary schools, three middle/combined schools, two secondary schools, and one school of technology.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	98.7	302	*	*	97.0	✔		
Mathematics	90	80	92.8	299	*	*	87.3		✔	
Writing	96	90	98.1	291	*	*	91.8		✔	
Citizenship	92	85	84.9	298	*	*	74.2			✔

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	100.0	99.6	0	0	99.7	✔		
Mathematics	99	97	99.2	98.5	0	0	99.0	✔		
Writing	99	97	99.2	98.5	0	0	98.3		✔	
Citizenship	99	97	100.0	99.6	0	0	97.9		✔	
Passed All Tests	96	90	98.8	97.8	0	0	95.9		✔	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	331	*	47	4.9	23.3			✔
	Mathematics	25	70	0.3	12.8	345	40	*	1.3	22.1			✔
	Social Studies	25	70	1.1	16.9	348	37	*	0.8	19.5			✔
	Science	25	70	0.3	17.5	345	40	*	3.9	22.9			✔
	Writing	25	70	5.2	26.0	363	22	*	6.5	28.6			✔
	Language Usage	25	70	6.3	21.6	333	50	*	8.9	27.9			✔
GRADE 5	Reading	25	70	2.2	17.3	333	*	41	1.8	20.5			✔
	Mathematics	25	70	1.7	29.2	340	35	*	2.1	26.1			✔
	Social Studies	25	70	1.5	18.8	342	33	*	1.9	16.5			✔
	Science	25	70	0.5	20.3	336	39	*	2.1	23.5			✔
	Writing	25	70	6.7	23.8	356	*	*	5.1	21.3			✔
	Language Usage	25	70	7.4	20.8	329	45	*	6.7	19.3			✔
GRADE 8	Reading	25	70	0.3	14.9	332	*	27	0.6	19.0			✔
	Mathematics	25	70	1.5	22.8	325	45	*	1.6	23.8			✔
	Social Studies	25	70	1.8	16.0	335	35	*	3.2	28.1			✔
	Science	25	70	----	----	331	39	*	4.6	27.6			✔
	Writing	25	70	3.7	27.7	333	37	*	7.3	40.8			✔
	Language Usage	25	70	5.2	28.9	309	61	*	10.3	40.8			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	95.0	95.4	95.7		✔	
Grades 7-12	96	94	91.9	93.4	92.7			✔

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	34.5	37.9
More than 20 days	11.3	12.9

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	5.6	4.12	6.67			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	98.9	98.8	98.1	✔		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	37.8	41.7	126	48.8
Approved Occupational Program Requirements	27.4	34.5	102	39.5
BOTH - University & Occupational Requirements	0.0	6.8	5	1.9

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	27.5	34.0	68	29.7
Attend a two year college	22.1	18.1	35	15.3
Attend a specialized school or pursue specialized training	4.7	5.4	15	6.6
Enter employment (related to high school program)	6.2	13.9	29	12.7
Enter employment (unrelated to high school program)	13.6	10.4	36	15.7
Enter the military	8.5	6.2	13	5.7
Enter full-time employment and school	1.6	1.2	4	1.7
Enter part-time employment and/or school	11.6	8.1	22	9.6
Other and no response	4.3	2.7	7	3.1

SUPPORTING INFORMATION

School Year 1993-1994

Dorchester

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	213	255
Kindergarten	375	399
Grades 1 - 6	2,352	2,378
Grades 7 - 12	2,094	2,147
Ungraded Special Education	0	0
TOTAL ENROLLMENT	5,034	5,179

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	339	7.1	354	7.3
Withdrawals	364	7.6	497	10.2

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	46	0.9	41	0.8
Chapter 1	767	15.2	640	12.4
Free/Reduced Price Meals	2,101	41.7	2,313	44.7
Special Education	732	14.5	716	13.8
Intensity I	58	7.9	53	7.4
Intensity II	346	47.3	320	44.7
Intensity III	198	27.0	217	30.3
Intensity IV	107	14.6	102	14.2
Intensity V	23	3.1	24	3.4

OTHER FACTORS	1993	1994
Wealth per pupil	$152,776	$159,270
Per pupil expenditure	$5,367	$5,391
Instructional staff per 1,000 pupils	60.7	60.5
Professional support staff per 1,000 pupils	11.6	10.7
Instructional assistants per 1,000 pupils	11.8	11.8
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	180	180

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	369	99.5	384	100.0

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census-Grades 3, 5, and 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	37.5	386	37.7	39.4	383	46.4	39.1	386	39.0
Grade 5	31.3	380	32.3	39.7	378	35.8	38.3	379	30.7
Grade 8	47.6	370	47.4	41.6	368	38.5	41.4	367	34.9

School Improvement Notes

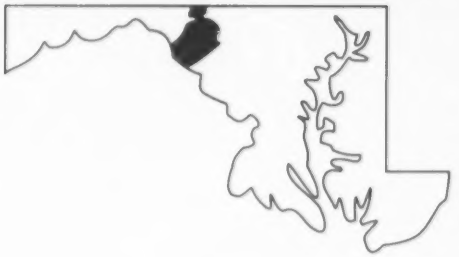
The Dorchester County Public School System continues to place improved achievement for all students as its priority. To this end, we have restructured the early childhood program, revised curricula, and adopted block scheduling in the high schools.

We have entered into a partnership with Sylvan Learning Systems and placed Computer Curriculum Corporation's integrated learning systems in our larger elementary schools. We will place an integrated learning system in our middle schools during this school year and restructure our high school computer resources to provide more learning opportunities for those students.

We are pleased that we have continued to meet or exceed the satisfactory standard in three of the four grade 9 Maryland Functional Tests. We are addressing improvements in the delivery of citizenship instruction through teacher to teacher inservices.

We commend the continued dedication of our teachers, support staff, administrators, and community. We believe, that with their support, growth for all of our students will continue to be made.

FREDERICK



Frederick County, with a population of 170,424, is Maryland's largest county in landmass. The Board of Education is housed in Frederick City, the county seat. The forty-seven public schools include twenty-seven elementary schools, ten middle schools, seven high schools, one special education center, one alternative education middle high school, and one career and technology center. Outdoor school facilities are also part of the school system.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	98.6	2,143	21	0	97.9	✔		
Mathematics	90	80	92.8	2,153	*	0	91.7	✔		
Writing	96	90	97.2	2,089	*	61	91.4		✔	
Citizenship	92	85	94.2	1,980	32	0	94.1	✔		

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	99.9	99.9	0	0	99.7	✔		
Mathematics	99	97	99.3	98.4	0	0	98.4		✔	
Writing	99	97	99.5	99.3	0	0	98.9		✔	
Citizenship	99	97	98.1	98.4	0	0	97.5		✔	
Passed All Tests	96	90	97.3	97.2	0	0	96.1	✔		

	MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM	STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	2,319	88	158	6.8	40.5			✔
	Mathematics	25	70	3.4	39.6	2,320	172	73	3.9	42.5			✔
	Social Studies	25	70	2.2	42.7	2,334	158	73	2.1	41.0			✔
	Science	25	70	3.3	42.8	2,342	150	73	6.2	43.9			✔
	Writing	25	70	13.8	45.0	2,362	130	73	11.4	43.0			✔
	Language Usage	25	70	13.4	36.3	2,282	201	82	15.1	41.1			✔
GRADE 5	Reading	25	70	5.3	37.6	2,198	59	151	7.1	43.3			✔
	Mathematics	25	70	9.4	55.7	2,227	125	56	11.6	56.3			✔
	Social Studies	25	70	5.4	43.4	2,233	119	56	8.0	45.7			✔
	Science	25	70	6.0	46.6	2,225	127	56	8.6	51.1			✔
	Writing	25	70	19.3	48.5	2,269	83	56	18.8	46.7			✔
	Language Usage	25	70	18.9	40.3	2,178	164	66	25.6	48.2			✔
GRADE 8	Reading	25	70	2.6	39.1	2,038	121	91	2.7	34.8			✔
	Mathematics	25	70	9.1	55.6	1,998	212	40	9.1	57.2			✔
	Social Studies	25	70	4.9	37.6	2,015	195	40	3.5	38.7			✔
	Science	25	70	----	----	1,998	222	40	13.3	53.2			✔
	Writing	25	70	14.0	50.8	2,022	188	40	14.9	54.1			✔
	Language Usage	25	70	15.3	52.0	1,896	299	55	17.8	54.6			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	95.0	95.3	95.4		✔	
Grades 7-12	96	94	92.0	92.7	92.4			✔

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	32.1	33.8
More than 20 days	10.7	10.9

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	2.9	1.79	2.77		✔	

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	99.6	99.5	99.6	✔		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	48.8	50.9	986	60.5
Approved Occupational Program Requirements	16.7	16.5	203	12.4
BOTH - University & Occupational Requirements	2.2	2.3	10	0.6

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	36.6	36.2	584	38.7
Attend a two year college	21.8	20.2	345	22.9
Attend a specialized school or pursue specialized training	1.9	2.8	32	2.1
Enter employment (related to high school program)	8.2	8.5	102	6.8
Enter employment (unrelated to high school program)	9.7	10.5	142	9.4
Enter the military	3.6	5.4	60	4.0
Enter full-time employment and school	2.7	2.6	40	2.7
Enter part-time employment and/or school	10.0	10.9	152	10.1
Other and no response	5.5	2.9	52	3.4

SUPPORTING INFORMATION

School Year 1993-1994

Frederick

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	405	465
Kindergarten	2,456	2,421
Grades 1 - 6	14,215	14,739
Grades 7 - 12	11,711	12,294
Ungraded Special Education	510	532
TOTAL ENROLLMENT	29,297	30,451

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	4,522	15.6	4,523	15.1
Withdrawals	2,381	8.2	2,615	8.7

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	143	0.5	111	0.3
Chapter 1	986	3.4	772	2.5
Free/Reduced Price Meals	3,955	13.5	4,122	13.5
Special Education	3,415	11.7	3,383	11.1
Intensity I	256	7.5	240	7.1
Intensity II	1,922	56.3	1,958	57.9
Intensity III	674	19.7	658	19.5
Intensity IV	377	11.0	365	10.8
Intensity V	186	5.4	162	4.8

OTHER FACTORS	1993	1994
Wealth per pupil	$176,677	$184,109
Per pupil expenditure	$5,327	$5,358
Instructional staff per 1,000 pupils	61.8	62.5
Professional support staff per 1,000 pupils	8.2	8.2
Instructional assistants per 1,000 pupils	9.5	9.2
Average length of school day for pupils	6.6	6.6
Length of school year for pupils	179	173

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	2,417	99.6	2,573	99.7

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Sample-Grades 3, 5, and 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	53.2	258	53.0	52.8	249	48.2	47.0	261	57.5
Grade 5	60.2	264	57.7	61.1	264	65.5	68.1	263	66.0
Grade 8	68.3	256	60.3	61.0	253	58.8	70.0	254	64.7

School Improvement Notes

The Frederick County Public School System believes that our ultimate strength is a consistent focus on student performance outcomes supported by Board of Education policy and a culture of school improvement customized to each school community. We are especially proud of our accomplishments during the 1993-1994 school year. We continued a strong commitment to our Criterion Referenced Evaluation System (CRES) and the structure it gives to student performance standards for the Essential Curriculum. Furthermore, we worked with school administrators and teachers in methods of using the CRES to improve overall school achievement and performance and to prepare students for success on the Maryland School Performance Assessment Program. For the first time in 1993-1994, we offered the functional reading, mathematics, and writing tests to students in grade seven. The excellent results observed confirmed our belief that these tests belong in middle schools. We also continued our strong academic programs. We continue to excel in the percentage of students participating on Advanced Placement examinations. During the 1993-1994 school year, the number and percentage of our students with a score of three or greater established a new county high for both categories. We also enjoyed another systemwide increase on the Scholastic Aptitude Test.

GARRETT

Garrett County, with a population of 28,138, is located in the northwestern corner of Maryland. The Board of Education is housed in Oakland, the county seat. The sixteen public schools include ten elementary, four middle/combined, and two comprehensive secondary schools. An outdoor environmental education center is also part of the school system.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	97.2	398	*	0	98.2	✔		
Mathematics	90	80	88.1	399	*	0	90.2	✔		
Writing	96	90	98.6	395	*	0	90.4		✔	
Citizenship	92	85	92.2	399	*	0	91.5		✔	

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	99.1	100.0	0	0	100.0	✔		
Mathematics	99	97	96.7	99.4	0	0	99.3	✔		
Writing	99	97	96.3	99.1	0	0	99.7	✔		
Citizenship	99	97	97.0	98.8	0	0	99.3	✔		
Passed All Tests	96	90	93.3	97.6	0	0	98.3	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	319	*	44	2.7	28.0			✔
	Mathematics	25	70	1.3	32.1	324	26	30	2.0	32.9			✔
	Social Studies	25	70	0.8	32.8	324	26	30	0.9	31.7			✔
	Science	25	70	2.8	36.6	323	27	30	5.1	40.3			✔
	Writing	25	70	8.8	32.8	331	*	30	9.1	42.0			✔
	Language Usage	25	70	7.8	23.7	315	34	31	9.7	31.5			✔
GRADE 5	Reading	25	70	1.7	22.4	359	*	22	3.5	31.4			✔
	Mathematics	25	70	2.4	41.0	366	*	*	3.7	41.3			✔
	Social Studies	25	70	3.8	35.1	365	*	*	3.2	36.5			✔
	Science	25	70	2.8	39.2	360	*	*	5.0	44.4			✔
	Writing	25	70	10.4	40.8	370	*	*	7.9	36.5			✔
	Language Usage	25	70	8.5	26.4	355	22	*	14.1	35.5			✔
GRADE 8	Reading	25	70	2.0	31.6	375	*	38	2.1	31.9			✔
	Mathematics	25	70	7.2	51.1	384	21	*	9.4	58.8			✔
	Social Studies	25	70	3.2	32.6	391	*	*	5.9	45.2			✔
	Science	25	70	----	----	383	22	*	15.6	54.3			✔
	Writing	25	70	14.1	44.9	392	*	*	15.8	59.3			✔
	Language Usage	25	70	11.9	45.9	379	26	*	18.0	55.1			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	95.3	95.8	95.9		✔	
Grades 7-12	96	94	93.8	95.0	94.9		✔	

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	35.2	35.3
More than 20 days	2.5	2.9

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	4.4	4.33	3.83			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	97.8	99.3	99.0	✔		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	26.2	30.2	84	26.6
Approved Occupational Program Requirements	37.1	41.4	116	36.7
BOTH - University & Occupational Requirements	10.5	7.2	30	9.5

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	20.6	19.5	66	22.0
Attend a two year college	22.6	18.4	74	24.7
Attend a specialized school or pursue specialized training	4.4	6.4	12	4.0
Enter employment (related to high school program)	11.1	7.1	22	7.3
Enter employment (unrelated to high school program)	15.2	19.2	35	11.7
Enter the military	4.7	6.4	10	3.3
Enter full-time employment and school	4.4	4.1	14	4.7
Enter part-time employment and/or school	11.1	12.4	50	16.7
Other and no response	5.7	6.4	17	5.7

SUPPORTING INFORMATION
School Year 1993-1994
Garrett

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	89	103
Kindergarten	401	378
Grades 1 - 6	2,396	2,371
Grades 7 - 12	2,108	2,226
Ungraded Special Education	44	38
TOTAL ENROLLMENT	5,038	5,116

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	335	6.8	379	7.6
Withdrawals	395	8.0	441	8.9

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	*	.02	0	0
Chapter 1	500	9.9	437	8.5
Free/Reduced Price Meals	2,191	43.5	2,166	42.3
Special Education	670	13.3	694	13.6
Intensity I	104	15.5	107	15.4
Intensity II	253	37.8	267	38.5
Intensity III	148	22.1	130	18.7
Intensity IV	165	24.6	190	27.4
Intensity V	0	0	0	0

OTHER FACTORS	1993	1994
Wealth per pupil	$137,633	$147,938
Per pupil expenditure	$5,020	$5,287
Instructional staff per 1,000 pupils	68.3	68.3
Professional support staff per 1,000 pupils	7.7	8.3
Instructional assistants per 1,000 pupils	19.7	18.2
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	177	180

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	368	98.9	388	100.0

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census-Grades 3, 5, and 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	51.0	364	53.7	46.4	363	49.0	49.6	362	52.0
Grade 5	54.2	383	50.3	56.0	383	63.3	52.7	382	52.6
Grade 8	60.7	413	59.9	54.5	411	52.0	55.0	412	56.6

School Improvement Notes

We have accepted the challenge of the Maryland School Performance Program by initiating performance task writing and instruction in language arts and science K-12; investigating and reacting to the Effective School Correlates through the School Improvement Team Process; hiring and scheduling mathematics resource teachers for direct instruction at the elementary level; and providing Maryland Framework experiences for all system principals.

As emphasis on the functional testing program moves to the middle school, we expect to maintain our high school performance levels. We are concerned with the drop in functional writing scores and are concentrating instructional efforts upon improvement.

The Board of Education wants to commend teachers, support staff, and administrators who provide educational opportunities for all Garrett County Public School System youth.

HARFORD

Harford County, with a population of 195,000, is located in northeastern Maryland and is part of the Baltimore metropolitan area. The Board of Education is housed in Bel Air, the county seat. The forty-nine schools include thirty-one elementary schools, eight middle schools, one special education school, eight high schools, and one technical high school.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	99.3	2,402	*	*	99.0	✔		
Mathematics	90	80	90.2	2,397	*	*	92.7	✔		
Writing	96	90	96.6	2,339	29	*	92.0		✔	
Citizenship	92	85	88.5	2,391	*	*	87.6		✔	

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	99.6	99.7	0	*	99.7	✔		
Mathematics	99	97	97.9	98.5	0	*	99.2	✔		
Writing	99	97	98.8	99.3	0	*	99.3	✔		
Citizenship	99	97	98.0	97.8	0	*	98.1		✔	
Passed All Tests	96	90	95.9	96.6	0	*	97.7	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	2,563	136	159	4.3	39.9			✔
	Mathematics	25	70	3.0	39.8	2,524	213	121	3.2	43.5			✔
	Social Studies	25	70	1.5	39.8	2,547	190	121	1.5	42.1			✔
	Science	25	70	2.1	37.6	2,509	228	121	4.9	42.5			✔
	Writing	25	70	10.7	40.3	2,621	116	121	8.7	40.7			✔
	Language Usage	25	70	8.6	33.5	2,474	262	122	13.4	40.5			✔
GRADE 5	Reading	25	70	2.1	26.9	2,597	104	128	3.4	31.3			✔
	Mathematics	25	70	7.9	50.9	2,510	222	97	8.7	52.0			✔
	Social Studies	25	70	3.1	36.7	2,527	205	97	4.5	38.0			✔
	Science	25	70	3.8	39.2	2,525	207	97	5.8	42.6			✔
	Writing	25	70	12.5	43.0	2,607	125	97	12.8	38.7			✔
	Language Usage	25	70	11.2	31.4	2,440	286	103	17.0	40.0			✔
GRADE 8	Reading	25	70	1.9	30.0	2,219	158	59	1.6	28.2			✔
	Mathematics	25	70	4.9	47.8	2,108	278	50	7.6	52.6			✔
	Social Studies	25	70	3.5	32.2	2,168	218	50	3.8	39.2			✔
	Science	25	70	----	----	2,107	279	50	11.4	47.4			✔
	Writing	25	70	11.1	42.0	2,166	220	50	13.0	50.6			✔
	Language Usage	25	70	10.6	42.8	2,004	382	50	17.8	52.3			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	95.2	95.5	95.7		✔	
Grades 7-12	96	94	93.2	93.1	93.1			✔

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	35.5	37.6
More than 20 days	10.3	10.3

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	4.0	3.26	3.97			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	98.5	99.3	99.4	✔		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	42.6	41.4	1,030	62.3
Approved Occupational Program Requirements	13.3	12.5	125	7.6
BOTH - University & Occupational Requirements	3.6	3.1	35	2.1

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	33.0	34.7	602	37.0
Attend a two year college	28.1	25.6	391	24.0
Attend a specialized school or pursue specialized training	3.1	2.5	55	3.4
Enter employment (related to high school program)	4.5	3.1	64	3.9
Enter employment (unrelated to high school program)	9.5	8.8	130	8.0
Enter the military	2.8	5.0	64	3.9
Enter full-time employment and school	4.0	2.9	57	3.5
Enter part-time employment and/or school	12.1	13.9	193	11.9
Other and no response	2.9	3.6	70	4.3

SUPPORTING INFORMATION
School Year 1993-1994
Harford

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	730	751
Kindergarten	2,759	2,832
Grades 1 - 6	16,693	17,055
Grades 7 - 12	13,254	13,840
Ungraded Special Education	357	297
TOTAL ENROLLMENT_	33,793	34,775

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	2,599	7.9	3,931	11.6
Withdrawals	3,031	9.2	3,158	9.3

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	91	0.3	89	0.3
Chapter 1	1,783	5.3	1,964	5.6
Free/Reduced Price Meals	5,320	15.7	5,554	16.0
Special Education	3,693	10.9	4,582	13.2
Intensity I	447	12.1	517	11.3
Intensity II	1,461	39.6	1,898	41.4
Intensity III	943	25.5	1,195	26.1
Intensity IV	615	16.7	697	15.2
Intensity V	227	6.1	275	6.0

OTHER FACTORS	1993	1994
Wealth per pupil	$162,624	$171,679
Per pupil expenditure	$5,007	$5,223
Instructional staff per 1,000 pupils	60.1	60.9
Professional support staff per 1,000 pupils	8.8	8.9
Instructional assistants per 1,000 pupils	9.0	9.6
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	179	179

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	2,860	98.5	2,824	97.5

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census-Grade 3 Sample-Grades 5, 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	65.4	2,817	66.9	57.0	2,809	57.5	60.2	2,806	63.3
Grade 5	60.0	274	56.8	59.0	275	59.0	59.5	274	61.8
Grade 8	63.6	805	60.3	63.3	736	59.2	60.3	760	58.3

School Improvement Notes

The Harford County Public School System is pleased to report that student performance meets or exceeds the satisfactory standard on all Maryland Functional Tests and on elementary school student attendance and promotion. Additionallly, student performance exceeds the national average on all sections of the CTBS/4. Student performance on the Maryland School Performance Assessment Program tasks continues to improve. Generally, between thirty-five and fifty percent of all students are performing at satisfactory levels.

The school system recognizes a continuing need for improvement in attendance and dropout rates in the secondary schools. To address this need and to promote continuing improvements in student performance on MSPAP, the school system has adopted a strategic plan for the alignment of curriculum, instruction, and assessment with state and systemwide student performance expectations across all content areas and with the Dimensions of Learning model. This plan also calls for increasing participation by teachers in school-based instructional decision-making which recognizes the unique needs of school communities.

HOWARD

Howard County, with a population of 211,802, is located in the center of the Baltimore-Washington corridor and includes the planned community of Columbia. The Board of Education is housed in Ellicott City, the county seat. The fifty-seven public schools include thirty-two elementary schools, fourteen middle schools, eight comprehensive high schools, one school of technology, one special education school, and one alternative learning center.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	99.1	2,435	55	*	98.8	✔		
Mathematics	90	80	87.1	2,442	48	*	89.7		✔	
Writing	96	90	96.4	2,381	109	*	93.4		✔	
Citizenship	92	85	94.1	2,272	53	*	94.8	✔		

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	100.0	99.8	0	*	99.7	✔		
Mathematics	99	97	99.2	98.4	0	*	98.3		✔	
Writing	99	97	99.5	99.3	0	*	99.3	✔		
Citizenship	99	97	98.8	98.4	0	*	98.5		✔	
Passed All Tests	96	90	97.7	97.0	0	*	96.8	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	2,521	108	209	6.6	45.0			✔
	Mathematics	25	70	6.7	51.2	2,558	188	92	4.7	49.9			✔
	Social Studies	25	70	2.1	49.7	2,580	166	92	2.5	47.7			✔
	Science	25	70	6.5	53.8	2,572	174	92	7.7	51.2			✔
	Writing	25	70	14.5	48.4	2,626	120	92	12.3	45.3			✔
	Language Usage	25	70	13.0	41.7	2,520	221	97	18.6	47.8			✔
GRADE 5	Reading	25	70	3.4	37.2	2,629	76	189	5.0	41.9			✔
	Mathematics	25	70	13.1	60.8	2,613	205	76	14.4	61.9			✔
	Social Studies	25	70	5.2	46.1	2,631	187	76	7.5	49.0			✔
	Science	25	70	9.6	54.6	2,628	190	76	10.6	59.4			✔
	Writing	25	70	20.2	50.2	2,692	126	76	17.4	45.7			✔
	Language Usage	25	70	20.0	42.1	2,553	255	86	26.6	51.7			✔
GRADE 8	Reading	25	70	2.4	39.8	2,289	128	96	3.6	39.0			✔
	Mathematics	25	70	9.0	57.4	2,210	243	60	9.8	62.8			✔
	Social Studies	25	70	5.5	42.9	2,234	219	60	6.7	48.3			✔
	Science	25	70	----	----	2,212	241	60	17.4	61.0			✔
	Writing	25	70	14.5	51.8	2,288	165	60	18.6	59.7			✔
	Language Usage	25	70	14.1	51.6	2,115	338	60	22.1	58.1			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	95.7	96.1	96.4	✔		
Grades 7-12	96	94	93.0	94.5	94.9		✔	

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	39.3	44.4
More than 20 days	7.0	6.1

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	2.4	1.65	2.02		✔	

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	99.8	99.9	99.9	✔		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	68.2	70.3	1,328	67.3
Approved Occupational Program Requirements	7.6	6.1	151	7.7
BOTH - University & Occupational Requirements	0.4	0.3	114	5.8

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	61.5	62.3	1,149	61.0
Attend a two year college	16.0	15.4	283	15.0
Attend a specialized school or pursue specialized training	1.2	0.9	20	1.1
Enter employment (related to high school program)	2.4	1.3	45	2.4
Enter employment (unrelated to high school program)	4.7	4.3	74	3.9
Enter the military	1.8	2.1	31	1.6
Enter full-time employment and school	1.6	2.3	62	3.3
Enter part-time employment and/or school	7.4	7.8	144	7.6
Other and no response	3.6	3.4	75	4.0

SUPPORTING INFORMATION

School Year 1993-1994

Howard

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	114	135
Kindergarten	2,635	2,700
Grades 1 - 6	16,498	17,256
Grades 7 - 12	13,712	14,325
Ungraded Special Education	0	0
TOTAL ENROLLMENT	32,959	34,416

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	2,148	6.5	2,391	7.0
Withdrawals	2,110	6.4	2,375	6.9

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	431	1.3	502	1.5
Chapter 1	590	1.8	449	1.3
Free/Reduced Price Meals	2,202	6.7	2,649	7.7
Special Education	3,573	10.8	3,881	11.3
Intensity I	66	1.8	62	1.6
Intensity II	1,809	50.6	1,910	49.2
Intensity III	838	23.5	1,109	28.6
Intensity IV	565	15.8	604	15.6
Intensity V	295	8.3	196	5.1

OTHER FACTORS	1993	1994
Wealth per pupil	$266,084	$275,927
Per pupil expenditure	$6,481	$6,457
Instructional staff per 1,000 pupils	63.3	63.3
Professional support staff per 1,000 pupils	10.6	11.0
Instructional assistants per 1,000 pupils	13.3	13.5
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	179	178

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	2,778	98.6	2,931	99.1

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Sample-Grades 3, 5, and 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	65.0	310	68.0	71.0	310	70.0	71.0	311	69.0
Grade 5	64.0	308	68.0	69.0	308	73.0	71.0	308	70.0
Grade 8	74.0	276	71.0	70.0	272	61.0	72.0	275	71.0

School Improvement Notes

We have, for the third year, focused our human and financial resources on the design and implementation of aggressive strategies for improving the performance of students who score low or marginally on assessment measures. We are also continuing to move ahead with initiatives dealing with integrating the curriculum and implementing locally developed performance assessments. We believe that this emphasis on teaching and learning, along with the collaborative effort among students, parents, and teachers toward improving our school system, will enable us to continue our position of leadership in the state and nation.

KENT

Kent County, with a population of 17,482, is located on Maryland's Eastern Shore. The county is bordered by the Chesapeake Bay and the Chester and Sassafras Rivers. The Board of Education is housed in Chestertown, the county seat. The eight public schools include four elementary schools, three middle schools, and one comprehensive high school.

STUDENT PERFORMANCE
School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	99.1	207	*	*	96.1		✔	
Mathematics	90	80	80.5	207	*	*	76.8			✔
Writing	96	90	98.6	204	*	*	94.1		✔	
Citizenship	92	85	86.0	203	*	*	85.7		✔	

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	100.0	100.0	0	*	100.0	✔		
Mathematics	99	97	99.3	98.6	0	*	98.9		✔	
Writing	99	97	99.3	100.0	0	*	99.4	✔		
Citizenship	99	97	99.3	98.6	0	*	98.9		✔	
Passed All Tests	96	90	98.7	97.9	0	*	98.3	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	195	*	20	9.0	45.7			✔
	Mathematics	25	70	3.0	32.0	204	*	*	5.1	53.5			✔
	Social Studies	25	70	1.0	34.0	209	*	*	3.7	51.6			✔
	Science	25	70	4.9	36.5	207	*	*	12.1	57.2			✔
	Writing	25	70	9.4	41.4	211	*	*	17.7	53.0			✔
	Language Usage	25	70	6.4	26.1	204	*	*	20.6	49.1			✔
GRADE 5	Reading	25	70	1.1	18.4	199	*	*	4.0	35.1			✔
	Mathematics	25	70	2.8	30.7	198	*	*	5.4	38.7			✔
	Social Studies	25	70	2.8	29.1	198	*	*	7.8	39.2			✔
	Science	25	70	1.7	28.5	197	*	*	6.9	40.2			✔
	Writing	25	70	12.8	35.8	202	*	*	12.7	43.6			✔
	Language Usage	25	70	10.6	27.4	194	*	*	12.3	36.0			✔
GRADE 8	Reading	25	70	2.3	23.3	178	*	*	2.2	29.6			✔
	Mathematics	25	70	2.3	39.0	178	*	*	3.9	50.8			✔
	Social Studies	25	70	2.9	36.0	177	*	*	3.9	41.3			✔
	Science	25	70	----	----	177	*	*	15.1	53.1			✔
	Writing	25	70	11.6	44.8	177	*	*	19.0	53.1			✔
	Language Usage	25	70	5.8	38.4	177	*	*	21.8	54.2			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	94.7	95.6	95.7		✔	
Grades 7-12	96	94	92.6	93.1	91.9			✔

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	36.2	37.5
More than 20 days	10.6	12.9

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	5.0	3.24	3.48			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	97.4	99.2	98.5	✔		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	42.5	41.4	66	51.6
Approved Occupational Program Requirements	23.3	28.7	14	10.9
BOTH - University & Occupational Requirements	4.1	1.9	13	10.2

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	37.4	32.6	52	40.3
Attend a two year college	19.7	20.1	26	20.2
Attend a specialized school or pursue specialized training	4.1	2.8	11	8.5
Enter employment (related to high school program)	3.4	8.3	5	3.9
Enter employment (unrelated to high school program)	9.5	14.6	8	6.2
Enter the military	3.4	1.4	2	1.6
Enter full-time employment and school	4.1	4.9	6	4.7
Enter part-time employment and/or school	15.6	11.8	16	12.4
Other and no response	2.7	3.5	3	2.3

SUPPORTING INFORMATION

School Year 1993-1994

Kent

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	140	155
Kindergarten	190	228
Grades 1 - 6	1,238	1,232
Grades 7 - 12	1,039	1,109
Ungraded Special Education	41	14
TOTAL ENROLLMENT	2,648	2,738

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	216	8.7	182	7.1
Withdrawals	198	7.9	199	7.7

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	46	1.7	31	1.1
Chapter 1	372	14.0	334	12.2
Free/Reduced Price Meals	777	29.3	874	31.9
Special Education	302	11.4	341	12.5
Intensity I	29	9.6	33	9.7
Intensity II	178	58.9	193	56.6
Intensity III	37	12.3	46	13.5
Intensity IV	42	13.9	54	15.8
Intensity V	*	5.3	*	4.4

OTHER FACTORS	1993	1994
Wealth per pupil	$225,016	$243,588
Per pupil expenditure	$6,016	$6,009
Instructional staff per 1,000 pupils	62.8	64.0
Professional support staff per 1,000 pupils	10.3	11.4
Instructional assistants per 1,000 pupils	12.5	15.7
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	180	180

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	234	99.2	214	100.0

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census-Grades 3, 5, and 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	62.2	218	65.2	59.5	218	63.3	55.3	218	69.3
Grade 5	51.0	201	58.2	52.0	202	48.5	57.3	200	51.8
Grade 8	66.8	175	61.0	56.8	174	52.9	57.4	175	54.9

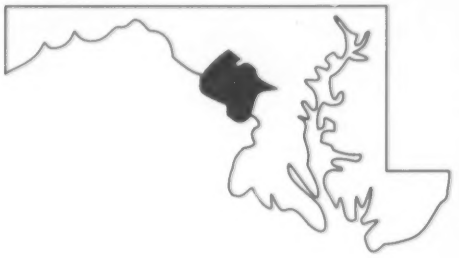
School Improvement Notes

Kent County continues to focus on school improvement. School improvement teams have been trained in team building, understanding and using data, and effective schools research. The Kent County High School's improvement team is concentrating on improving grade 9 functional test scores. Kent County is focusing on a continuous improvement model. The school system has established goals and is in the process of developing measurable indicators of progress toward those goals.

A first step was the development, this past summer, of essential curricula in mathematics and science. This development process, which will enable the school system to be sure that the written, the taught, and the tested curriculum are one, will be repeated for all curriculum areas. In order to facilitate our initiatives, monthly staff development, or school improvement days, have been added to the school calendar.

In the Kent County Public Schools, we are working toward meeting the demanding standards. Cooperative systemwide efforts to improve instruction and achievement will move us toward the goal of excellent on these important standards.

MONTGOMERY



Montgomery County, with a population of more than three quarters of a million people, is the most populous jurisdiction in Maryland. The County is a growing and increasingly diverse area of urban, suburban, and rural communities interlaced with technological and commercial centers. The Board of Education is located in Rockville, the county seat. The one hundred seventy-nine public schools include one hundred twenty-three elementary schools, twenty-seven middle schools, one middle/high school, twenty high schools, one career education center, and seven special schools.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	98.9	7,648	*	457	98.9	✔		
Mathematics	90	80	91.1	7,645	*	456	91.9	✔		
Writing	96	90	97.0	7,380	75	539	94.1		✔	
Citizenship	92	85	92.9	6,848	*	298	93.0	✔		

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	99.3	99.3	0	327	99.8	✔		
Mathematics	99	97	97.6	97.7	0	327	98.0		✔	
Writing	99	97	97.6	98.5	0	673	99.2	✔		
Citizenship	99	97	96.2	95.6	0	288	96.8			✔
Passed All Tests	96	90	93.9	93.8	0	288	94.9		✔	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	8,182	341	886	5.5	42.4			✔
	Mathematics	25	70	4.3	45.4	8,145	533	731	5.7	49.1			✔
	Social Studies	25	70	1.8	47.1	8,181	497	731	1.9	44.1			✔
	Science	25	70	4.7	49.4	8,158	520	731	7.1	48.5			✔
	Writing	25	70	15.7	48.6	8,355	323	731	12.3	45.1			✔
	Language Usage	25	70	16.8	43.5	8,002	655	752	17.9	45.8			✔
GRADE 5	Reading	25	70	4.0	35.8	7,852	207	811	5.5	41.3			✔
	Mathematics	25	70	12.5	59.6	7,752	543	575	16.9	60.7			✔
	Social Studies	25	70	5.8	47.1	7,819	476	575	7.0	44.7			✔
	Science	25	70	8.4	50.2	7,784	511	575	10.7	54.9			✔
	Writing	25	70	18.1	49.0	7,989	306	575	17.8	44.6			✔
	Language Usage	25	70	16.5	37.9	7,605	661	604	24.9	47.3			✔
GRADE 8	Reading	25	70	2.1	37.5	7,273	499	397	2.7	31.6			✔
	Mathematics	25	70	8.9	53.2	7,002	812	355	10.0	55.3			✔
	Social Studies	25	70	4.4	37.7	7,144	670	355	4.9	42.1			✔
	Science	25	70	----	----	6,969	845	355	14.1	52.6			✔
	Writing	25	70	14.5	47.6	7,208	606	355	15.2	52.7			✔
	Language Usage	25	70	15.0	51.4	6,654	1,151	364	20.0	53.2			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	94.7	95.1	95.6		✔	
Grades 7-12	96	94	92.1	93.4	93.2			✔

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	32.1	37.4
More than 20 days	10.9	10.0

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	2.9	1.82	1.95		✔	

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	99.1	99.8	99.8	✔		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	61.4	62.1	4,047	62.7
Approved Occupational Program Requirements	7.4	7.2	482	7.5
BOTH - University & Occupational Requirements	3.2	2.9	285	4.4

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	59.8	61.6	3,352	61.1
Attend a two year college	15.7	14.3	792	14.4
Attend a specialized school or pursue specialized training	1.2	1.1	56	1.0
Enter employment (related to high school program)	1.7	1.6	89	1.6
Enter employment (unrelated to high school program)	3.7	4.6	214	3.9
Enter the military	2.0	2.4	95	1.7
Enter full-time employment and school	1.7	1.9	102	1.9
Enter part-time employment and/or school	8.4	8.7	503	9.2
Other and no response	5.8	3.8	280	5.1

92 93

SUPPORTING INFORMATION
School Year 1993-1994
Montgomery

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	2,061	2,177
Kindergarten	9,149	9,220
Grades 1 - 6	51,373	53,101
Grades 7 - 12	43,072	44,444
Ungraded Special Education	4,382	4,487
TOTAL ENROLLMENT	110,037	113,429

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	10,221	9.5	10,393	9.3
Withdrawals	9,916	9.2	9,654	8.7

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	5,674	5.2	7,044	6.2
Chapter 1	5,637	5.1	7,564	6.7
Free/Reduced Price Meals	20,525	18.7	22,860	20.2
Special Education	10,832	9.8	11,014	9.7
Intensity I	795	7.3	822	7.5
Intensity II	4,505	41.6	4,395	39.9
Intensity III	1,324	12.2	1,432	13.0
Intensity IV	2,323	21.4	2,483	22.5
Intensity V	1,885	17.4	1,882	17.1

OTHER FACTORS	1993	1994
Wealth per pupil	$375,093	$394,372
Per pupil expenditure	$7,377	$7,544
Instructional staff per 1,000 pupils	62.2	61.8
Professional support staff per 1,000 pupils	10.5	10.3
Instructional assistants per 1,000 pupils	14.1	14.0
Average length of school day for pupils	6.2	6.5
Length of school year for pupils	180	176

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	8,891	100.0	9,413	100.0

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Sample Grades 3, 5, and 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	63.0	250	63.0	59.0	246	59.0	63.0	250	58.0
Grade 5	67.0	246	65.0	63.0	247	68.0	61.0	250	58.0
Grade 8	73.0	231	70.0	66.0	231	61.0	70.0	226	66.0

School Improvement Notes

Montgomery County Public Schools' Success for Every Student (SES) initiative is the school system's strategic plan to focus budgetary and instructional resources on the improvement of teaching and learning. The plan is based on the ideal that all children can learn through appropriate instructional strategies and assessments and, most importantly, through a shared commitment of the entire school community, especially parents.

As a result, budget initiatives and alignment of financial resources are guided by the immediate and long-term requirements of this plan, which incorporates the recommendations of the Corporate Partnership of Managerial Excellence to ensure continuous improvement of school system processes, services, products, and customer satisfaction.

Building on nationally recognized accomplishments in both academic and student service areas, the plan includes strategies to meet the needs of all students. Our schools met the excellent standard on six and the satisfactory standard on five of the original thirteen standards.

PRINCE GEORGE'S

Prince George's County, with a population of 760,000, is located in the Maryland suburbs of Washington, D.C. The school district is the largest in Maryland and the seventeenth largest in the United States. The county embraces its history and celebrates its diversity, from its metropolitan locales to its suburban and rural areas. The Board of Education is housed in Upper Marlboro, the county seat. The one hundred seventy-four public schools include one hundred eighteen elementary schools, twenty-five middle schools, twenty high schools, two vocational centers, and nine special education centers.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	97.3	8,498	295	150	97.0	✔		
Mathematics	90	80	70.6	8,600	219	121	72.6			✔
Writing	96	90	96.8	7,887	1,068	0	92.2		✔	
Citizenship	92	85	77.7	8,401	353	179	77.5			✔

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	99.6	99.6	*	*	99.8	✔		
Mathematics	99	97	95.5	93.6	0	*	93.1			✔
Writing	99	97	98.7	98.8	0	0	98.6		✔	
Citizenship	99	97	95.9	94.9	*	*	94.8			✔
Passed All Tests	96	90	92.2	89.6	0	0	89.3			✔

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	7,458	477	976	1.7	21.3			✔
	Mathematics	25	70	0.6	15.8	7,212	727	972	1.3	20.8			✔
	Social Studies	25	70	0.4	21.6	7,301	638	972	0.5	20.7			✔
	Science	25	70	0.8	17.8	7,248	691	972	1.9	21.3			✔
	Writing	25	70	5.5	27.3	7,535	404	972	5.4	27.8			✔
	Language Usage	25	70	5.3	22.8	7,040	898	972	7.6	26.7			✔
GRADE 5	Reading	25	70	1.5	18.6	7,697	285	892	2.1	21.7			✔
	Mathematics	25	70	2.2	25.0	7,365	622	887	2.8	27.2			✔
	Social Studies	25	70	1.3	19.6	7,410	577	887	1.4	19.6			✔
	Science	25	70	1.4	20.2	7,388	599	887	2.1	25.2			✔
	Writing	25	70	7.0	28.5	7,559	428	887	5.9	23.4			✔
	Language Usage	25	70	5.5	18.0	7,157	830	887	9.1	25.5			✔
GRADE 8	Reading	25	70	0.4	15.5	7,119	595	674	0.9	14.8			✔
	Mathematics	25	70	1.2	19.3	6,756	970	662	2.0	22.6			✔
	Social Studies	25	70	1.3	16.1	6,915	811	662	1.3	19.8			✔
	Science	25	70	----	----	6,751	975	662	3.7	24.4			✔
	Writing	25	70*	5.4	28.8	7,004	722	662	6.0	35.4			✔
	Language Usage	25	70	4.9	28.9	6,425	1,300	663	8.1	36.2			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	94.6	95.1	95.2		✔	
Grades 7-12	96	94	88.8	90.0	89.7			✔

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	28.6	30.5
More than 20 days	17.3	17.7

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	4.0	4.29	3.84			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	98.8	99.3	99.1	✔		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	31.6	41.3	2,961	44.8
Approved Occupational Program Requirements	19.0	15.1	904	13.7
BOTH - University & Occupational Requirements	2.6	5.1	377	5.7

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	37.5	39.1	2,517	40.5
Attend a two year college	16.4	16.8	990	15.9
Attend a specialized school or pursue specialized training	4.0	3.5	210	3.4
Enter employment (related to high school program)	4.9	3.5	211	3.4
Enter employment (unrelated to high school program)	8.2	7.3	468	7.5
Enter the military	3.5	3.8	235	3.8
Enter full-time employment and school	3.0	3.1	187	3.0
Enter part-time employment and/or school	15.0	13.7	916	14.7
Other and no response	7.5	9.2	484	7.8

SUPPORTING INFORMATION

School Year 1993-1994

Prince George's

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	2,088	2,489
Kindergarten	7,992	8,637
Grades 1 - 6	52,335	52,645
Grades 7 - 12	47,393	48,742
Ungraded Special Education	3,324	3,405
TOTAL ENROLLMENT	113,132	115,918

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	17,826	16.2	19,876	17.7
Withdrawals	16,709	15.2	17,893	15.9

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	2,840	2.5	3,284	2.8
Chapter 1	7,669	6.8	6,021	5.2
Free/Reduced Price Meals	38,605	34.1	42,559	36.7
Special Education	10,428	9.2	10,750	9.3
Intensity I	668	6.4	646	6.0
Intensity II	2,900	27.8	2,901	27.0
Intensity III	2,574	24.7	2,646	24.6
Intensity IV	1,873	18.0	1,915	17.8
Intensity V	2,413	23.1	2,642	24.6

OTHER FACTORS	1993	1994
Wealth per pupil	$194,124	$204,056
Per pupil expenditure	$5,637	$5,897
Instructional staff per 1,000 pupils	57.8	56.4
Professional support staff per 1,000 pupils	7.8	7.8
Instructional assistants per 1,000 pupils	7.4	7.4
Average length of school day for pupils	6.2	6.3
Length of school year for pupils	179	180

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	8,522	97.1	8,810	98.0

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Sample Grades 3, 5, and 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	42.0	817	39.0	37.0	794	34.0	34.0	789	27.0
Grade 5	32.0	794	32.0	35.0	797	36.0	36.0	795	35.0
Grade 8	43.0	592	41.0	38.0	588	37.0	34.0	555	34.0

School Improvement Notes

The Prince George's County Public School System has established priority goals related to student achievement and performance, and to participation in a safe, orderly, and supportive school climate. Student achievement in reading, writing, mathematics, social studies, and science is enhanced by initiatives such as Equity 2000, Reading Recovery, the ATLAS New American Schools Development Corporation Project, and the National Science Foundation's collaborative partnership program to increase the number of minority students who are prepared for careers in science. Additionally, the school system has been selected to implement a Regional Professional Development Training Center for the Comer School Development Program. Student performance reflects the application of higher order thinking skills in all curricular areas. School system curricula and learning climate reflect and support a multicultural perspective.

QUEEN ANNE'S

Queen Anne's County, with a population of 36,700, is located on Maryland's Eastern Shore, east of Annapolis. The Board of Education is housed in Centreville, the county seat. The ten public schools include six elementary schools, three middle schools, and one secondary school.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	99.2	423	*	*	99.5	✔		
Mathematics	90	80	89.4	424	*	*	89.6		✔	
Writing	96	90	96.8	405	*	*	89.4			✔
Citizenship	92	85	90.9	420	*	*	88.8		✔	

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	100.0	100.0	0	*	99.7	✔		
Mathematics	99	97	99.6	99.1	0	*	98.6		✔	
Writing	99	97	99.2	99.4	0	*	99.2	✔		
Citizenship	99	97	99.6	99.7	0	*	99.2	✔		
Passed All Tests	96	90	98.9	98.5	0	*	97.3	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	410	22	25	4.6	37.0			✔
	Mathematics	25	70	2.8	32.4	405	37	*	3.2	36.0			✔
	Social Studies	25	70	1.7	39.4	410	32	*	1.4	37.8			✔
	Science	25	70	1.9	36.7	416	26	*	4.5	43.0			✔
	Writing	25	70	11.7	39.9	425	*	*	8.6	42.3			✔
	Language Usage	25	70	9.0	28.8	401	41	*	12.7	35.7			✔
GRADE 5	Reading	25	70	2.6	23.4	435	*	27	6.3	37.5			✔
	Mathematics	25	70	3.8	41.3	440	24	*	7.1	40.3			✔
	Social Studies	25	70	2.2	29.8	446	*	*	8.2	36.4			✔
	Science	25	70	2.7	33.2	442	22	*	8.8	43.8			✔
	Writing	25	70	12.6	36.1	451	*	*	13.4	37.1			✔
	Language Usage	25	70	11.2	24.4	431	33	*	17.2	35.1			✔
GRADE 8	Reading	25	70	2.1	27.8	386	*	25	3.0	30.6			✔
	Mathematics	25	70	5.4	44.2	379	33	*	6.3	51.0			✔
	Social Studies	25	70	5.1	32.7	378	34	*	5.8	40.3			✔
	Science	25	70	----	----	381	31	*	11.7	44.7			✔
	Writing	25	70	11.5	42.2	386	26	*	13.1	50.7			✔
	Language Usage	25	70	9.2	38.9	366	46	*	17.7	49.0			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	94.8	95.5	95.6		✔	
Grades 7-12	96	94	92.1	92.2	92.9			✔

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	28.9	32.7
More than 20 days	11.1	10.8

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	5.3	2.94	4.65			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	99.0	99.7	99.2	✔		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	37.4	48.9	167	50.8
Approved Occupational Program Requirements	24.6	20.2	72	21.9
BOTH - University & Occupational Requirements	1.4	1.2	6	1.8

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	23.3	30.8	88	26.4
Attend a two year college	19.7	20.6	80	24.0
Attend a specialized school or pursue specialized training	3.6	1.3	11	3.3
Enter employment (related to high school program)	11.6	7.3	24	7.2
Enter employment (unrelated to high school program)	12.4	11.7	33	9.9
Enter the military	4.4	2.5	10	3.0
Enter full-time employment and school	2.4	5.7	13	3.9
Enter part-time employment and/or school	15.7	14.0	39	11.7
Other and no response	6.8	6.0	35	10.5

SUPPORTING INFORMATION
School Year 1993-1994
Queen Anne's

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	134	169
Kindergarten	461	514
Grades 1 - 6	2,783	2,812
Grades 7 - 12	2,359	2,392
Ungraded Special Education	15	2
TOTAL ENROLLMENT	5,752	5,889

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	336	6.0	450	7.9
Withdrawals	355	6.3	402	7.1

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	27	0.5	24	0.4
Chapter 1	595	10.3	536	9.1
Free/Reduced Price Meals	1,224	21.3	1,193	20.3
Special Education	607	10.6	608	10.3
Intensity I	149	24.5	120	19.7
Intensity II	153	25.2	139	22.9
Intensity III	165	27.2	208	34.2
Intensity IV	90	14.8	80	13.2
Intensity V	50	8.2	61	10.0

OTHER FACTORS	1993	1994
Wealth per pupil	$217,639	$228,042
Per pupil expenditure	$5,592	$5,634
Instructional staff per 1,000 pupils	61.7	61.4
Professional support staff per 1,000 pupils	9.9	9.8
Instructional assistants per 1,000 pupils	10.8	11.0
Average length of school day for pupils	6.1	6.5
Length of school year for pupils	180	179

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	484	99.0	509	99.4

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census-Grades 3, 5, and 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	59.9	423	61.0	53.5	421	56.9	60.0	421	64.2
Grade 5	53.6	446	59.4	42.4	445	48.4	57.0	448	52.7
Grade 8	63.3	394	60.8	51.6	393	55.5	56.0	393	56.1

School Improvement Notes

The Queen Anne's County Public School System is pleased to note continued improvement in a number of the data areas. We believe that this improvement can be attributed to the school improvement plans developed by each of our schools and by the emphasis placed on staff development activities. We realize that we must align our curriculum with the state outcomes and implement that curriculum in all of our classrooms. Although we are concerned about the drop in writing scores, we are addressing this drop by ensuring that students receive sufficient opportunities to write each year.

A new attendance policy implemented at the high school should have a positive effect on student attendance and help the high school reach the satisfactory standard. We see participation in an evening high school program as a way of reducing the number of student dropouts.

We applaud our entire school community for the combined efforts which have resulted in our continued growth. We believe that the energy and expertise to keep growing will be a direct result of these combined efforts.

ST. MARY'S

St. Mary's County, with a population of 82,000, is located at the confluence of the Potomac and Patuxent Rivers and the Chesapeake Bay, southeast of Washington, D.C. The Board of Education is housed in Leonardtown, the county seat. The twenty-four public schools include sixteen elementary schools, four middle schools, three high schools, and one technical center.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	97.8	983	*	*	98.1	✔		
Mathematics	90	80	76.4	981	*	*	81.9		✔	
Writing	96	90	93.5	956	*	*	85.6			✔
Citizenship	92	85	85.0	984	0	*	83.2			✔

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	99.5	99.5	0	0	99.7	✔		
Mathematics	99	97	96.5	96.5	0	0	96.1			✔
Writing	99	97	95.1	98.9	* 0	*	99.4	✔		
Citizenship	99	97	96.7	97.9	0	0	96.7			✔
Passed All Tests	96	90	91.2	94.5	0	0	93.1		✔	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	919	40	87	3.6	31.3			✔
	Mathematics	25	70	0.8	20.0	920	76	50	2.5	36.4			✔
	Social Studies	25	70	0.3	28.1	933	63	50	0.6	32.1			✔
	Science	25	70	0.7	26.8	931	65	50	4.7	38.6			✔
	Writing	25	70	7.3	32.0	957	39	50	9.4	38.8			✔
	Language Usage	25	70	7.6	23.2	903	88	55	10.6	32.5			✔
GRADE 5	Reading	25	70	1.8	20.0	905	30	78	2.4	30.1			✔
	Mathematics	25	70	3.6	33.5	903	65	45	7.7	42.7			✔
	Social Studies	25	70	1.6	27.5	910	58	45	4.6	35.2			✔
	Science	25	70	2.7	30.3	902	66	45	5.7	44.1			✔
	Writing	25	70	11.6	36.0	927	41	45	10.2	34.8			✔
	Language Usage	25	70	8.8	27.2	878	89	46	14.5	35.7			✔
GRADE 8	Reading	25	70	0.7	19.0	842	48	32	1.9	25.1			✔
	Mathematics	25	70	2.6	32.6	798	98	26	4.2	45.4			✔
	Social Studies	25	70	2.5	21.1	*825	71	26	3.1	34.0			✔
	Science	25	70	----	----	798	98	26	13.3	53.0			✔
	Writing	25	70	5.4	32.3	843	53	26	10.0	50.9			✔
	Language Usage	25	70	4.9	33.7	770	124	28	11.6	46.2			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	94.2	95.6	95.4		✔	
Grades 7-12	96	94	90.1	93.6	92.9			✔

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	38.2	35.9
More than 20 days	10.6	12.1

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	7.2	4.16	3.64			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	98.5	99.5	99.1	✔		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	34.8	40.7	191	29.5
Approved Occupational Program Requirements	21.8	20.7	157	24.2
BOTH - University & Occupational Requirements	1.8	4.9	40	6.2

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	22.2	29.1	159	25.7
Attend a two year college	16.0	13.4	88	14.2
Attend a specialized school or pursue specialized training	4.0	5.1	23	3.7
Enter employment (related to high school program)	11.2	8.4	56	9.0
Enter employment (unrelated to high school program)	11.5	9.1	86	13.9
Enter the military	9.1	10.3	47	7.6
Enter full-time employment and school	3.3	4.0	29	4.7
Enter part-time employment and/or school	13.6	15.4	90	14.5
Other and no response	9.0	5.3	41	6.6

SUPPORTING INFORMATION

School Year 1993-1994

St. Mary's

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	435	484
Kindergarten	1,057	1,009
Grades 1 - 6	6,131	6,071
Grades 7 - 12	5,017	5,124
Ungraded Special Education	379	375
TOTAL ENROLLMENT	13,019	13,063

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	1,818	14.8	1,481	12.0
Withdrawals	2,609	21.2	1,655	13.4

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	48	0.4	66	0.5
Chapter 1	729	5.6	694	5.3
Free/Reduced Price Meals	3,080	23.7	3,266	25.0
Special Education	1,703	13.1	1,750	13.4
Intensity I	83	4.9	75	4.3
Intensity II	722	42.4	734	41.9
Intensity III	491	28.8	549	31.4
Intensity IV	354	20.8	266	15.2
Intensity V	53	3.1	126	7.2

OTHER FACTORS	1993	1994
Wealth per pupil	$153,418	$166,853
Per pupil expenditure	$5,668	$5,866
Instructional staff per 1,000 pupils	65.1	59.8
Professional support staff per 1,000 pupils	9.9	9.0
Instructional assistants per 1,000 pupils	7.6	7.1
Average length of school day for pupils	6.8	6.8
Length of school year for pupils	180	180

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	991	99.1	1,052	99.3

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census-Grades 3, 5, and 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	45.0	980	45.0	39.0	998	42.0	39.0	992	39.0
Grade 5	46.0	951	48.0	44.0	969	49.0	46.0	970	46.0
Grade 8	49.0	887	55.0	39.0	873	45.0	44.0	872	52.0

School Improvement Notes

The St. Mary's County Public School System is pleased to note improvement in functional mathematics scores at the ninth grade level. We maintained our excellent status on the Maryland Functional Reading Test in grades 9 and 11 and met the excellent standard for writing in grade 11. Our Maryland School Performance Assessment Program (MSPAP) scores showed improvement over 1993. Our high school dropout rate decreased again in 1993-1994. We are concerned about the drop in grade 9 functional writing scores, however, and will concentrate on improvement in this area as well as on improvement in the MSPAP.

In the 1994-1995 school year, we will focus on continuing the progress made in functional mathematics and on MSPAP, achieving higher levels in writing and citizenship scores, and enhancing partnerships with the community. Roots and Wings (one of nine national projects designed to "break the mold" of elementary school instruction), middle school renewal, and a Tech Prep program of studies at the high school level center on raising expectations for students and on providing support services to enable students to achieve at more advanced levels.

SOMERSET

Somerset County, with a population of 22,350, is located on the Eastern Shore and is the state's southernmost county. The Chesapeake Bay forms its westen boundary and Virginia its southern boundary. The Board of Education is housed in Princess Anne, the county seat. The twelve public schools include two primary, two elementary, three primary/elementary combined, two middle, one technology and career, and two high schools.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	98.4	257	*	*	98.1	✔		
Mathematics	90	80	87.2	256	*	*	89.1		✔	
Writing	96	90	90.7	243	*	*	79.6			✔
Citizenship	92	85	84.3	245	*	*	84.5			✔

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	99.4	99.5	0	*	99.5	✔		
Mathematics	99	97	97.8	98.1	0	*	96.0			✔
Writing	99	97	96.7	99.1	0	*	95.5			✔
Citizenship	99	97	96.7	96.8	0	*	96.0			✔
Passed All Tests	96	90	92.8	95.3	0	0	90.1		✔	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	218	24	*	1.2	18.2			✔
	Mathematics	25	70	1.0	22.0	210	32	*	1.7	13.2			✔
	Social Studies	25	70	0.0	27.8	207	35	*	0.0	17.8			✔
	Science	25	70	3.4	30.7	207	35	*	2.5	18.2			✔
	Writing	25	70	9.3	29.8	224	*	*	5.0	27.3			✔
	Language Usage	25	70	5.9	21.0	198	44	*	6.2	17.8			✔
GRADE 5	Reading	25	70	4.6	21.6	236	*	*	3.3	24.6			✔
	Mathematics	25	70	2.8	33.5	222	*	*	2.5	29.2			✔
	Social Studies	25	70	1.8	22.9	225	*	**	3.3	21.7			✔
	Science	25	70	3.2	26.1	222	*	*	2.5	27.9			✔
	Writing	25	70	6.9	30.7	232	*	*	4.6	21.3			✔
	Language Usage	25	70	8.7	22.9	216	24		7.5	22.5			✔
GRADE 8	Reading	25	70	0.4	18.5	205	*	*	0.9	9.1			✔
	Mathematics	25	70	0.8	25.3	201	*	*	0.0	21.9			✔
	Social Studies	25	70	0.4	16.9	202	*	*	0.9	18.7			✔
	Science	25	70	----	----	203	*	*	2.3	23.3			✔
	Writing	25	70	4.0	25.3	204	*	*	3.7	34.7			✔
	Language Usage	25	70	3.6	30.9	197	22	*	6.8	35.2			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	94.1	95.0	95.3		✔	
Grades 7-12	96	94	92.5	92.2	93.6			✔

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	27.6	31.9
More than 20 days	13.9	9.7

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	8.0	5.34	6.05			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	96.4	98.5	99.4	✔		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	25.4	25.2	43	21.7
Approved Occupational Program Requirements	46.9	45.0	99	50.0
BOTH - University & Occupational Requirements	4.5	5.9	9	4.5

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	33.0	33.2	56	29.0
Attend a two year college	14.8	8.4	22	11.4
Attend a specialized school or pursue specialized training	5.1	3.5	16	8.3
Enter employment (related to high school program)	8.5	10.9	12	6.2
Enter employment (unrelated to high school program)	11.4	12.9	24	12.4
Enter the military	5.1	9.9	17	8.8
Enter full-time employment and school	3.4	4.0	9	4.7
Enter part-time employment and/or school	17.6	12.9	33	17.1
Other and no response	1.1	4.5	4	2.1

SUPPORTING INFORMATION
School Year 1993-1994
Somerset

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	136	167
Kindergarten	236	228
Grades 1 - 6	1,528	1,478
Grades 7 - 12	1,497	1,485
Ungraded Special Education	32	29
TOTAL ENROLLMENT	3,429	3,387

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	238	7.3	250	7.9
Withdrawals	291	9.0	335	10.6

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	*	0.4	*	0.4
Chapter 1	480	14.0	548	16.2
Free/Reduced Price Meals	1,789	52.2	1,775	52.4
Special Education	398	11.6	394	11.6
Intensity I	79	19.8	77	19.5
Intensity II	129	32.4	118	29.9
Intensity III	97	24.4	105	26.6
Intensity IV	55	13.8	66	16.8
Intensity V	38	9.5	28	7.1

OTHER FACTORS	1993	1994
Wealth per pupil	$108,706	$111,434
Per pupil expenditure	$4,938	$5,107
Instructional staff per 1,000 pupils	60.9	62.1
Professional support staff per 1,000 pupils	9.6	10.1
Instructional assistants per 1,000 pupils	13.7	13.6
Average length of school day for pupils	6.5	6.4
Length of school year for pupils	180	180

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	242	98.0	233	98.3

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census-Grades 3, 5, and 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	42.5	248	37.0	41.5	248	33.0	41.6	247	26.5
Grade 5	35.3	249	28.0	37.0	248	33.5	30.9	248	36.0
Grade 8	50.8	223	40.0	44.5	222	40.5	34.0	223	30.5

School Improvement Notes

Somerset County's motto, "Success - Nothing Less," symbolizes our commitment to academic excellence for all of our students. We recognize that we are one of the poorest subdivisions in the state with a high percentage of children living in poverty and children with special needs. Regardless, we are extremely proud of our students, teachers, support staff, administrators, and supervisors who have focused their efforts on school improvement and academic achievement. We are pleased that we met four of the nine functional testing standards and that we improved the promotion rate and the student attendance rate at both grade levels reported. We are concerned about the drop in functional writing scores, and will concentrate our instructional improvement efforts in the area of writing. We will continue to emphasize the components of school improvement and staff development in order to achieve all of the state standards.

TALBOT

Talbot County, with a population of 30,549, is centrally located on the Eastern Shore with the Chesapeake Bay forming its western boundary. The Board of Education is housed in Easton, the county seat. The nine public schools include six elementary, one middle, one middle/high combined, and one high school.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	98.5	348	*	*	95.1		✔	
Mathematics	90	80	72.9	343	*	*	68.2			✔
Writing	96	90	89.8	328	*	*	76.8			✔
Citizenship	92	85	85.0	338	*	*	76.9			✔

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	99.1	98.0	0	*	99.6	✔		
Mathematics	99	97	96.7	97.5	0	*	95.7			✔
Writing	99	97	97.1	96.0	0	*	97.0		✔	
Citizenship	99	97	96.2	95.5	0	*	97.4		✔	
Passed All Tests	96	90	91.9	93.0	0	*	92.3		✔	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	316	*	21	2.8	29.0			✔
	Mathematics	25	70	1.2	24.0	301	26	*	1.8	34.3			✔
	Social Studies	25	70	1.5	24.6	306	21	*	1.5	35.8			✔
	Science	25	70	1.5	28.9	305	22	*	5.8	37.6			✔
	Writing	25	70	4.3	31.1	316	*	*	8.6	41.6			✔
	Language Usage	25	70	3.4	21.2	299	28	*	13.1	34.6			✔
GRADE 5	Reading	25	70	2.4	22.7	340	*	*	4.0	35.0			✔
	Mathematics	25	70	3.3	37.3	325	21	*	6.6	46.5			✔
	Social Studies	25	70	2.7	28.0	328	*	*	6.6	35.8			✔
	Science	25	70	3.0	32.8	329	*	*	5.5	43.9			✔
	Writing	25	70	9.9	39.2	334	*	*	11.3	35.3			✔
	Language Usage	25	70	10.8	28.6	322	24	*	14.2	33.2			✔
GRADE 8	Reading	25	70	0.7	20.8	255	*	*	2.9	29.4			✔
	Mathematics	25	70	0.3	24.8	253	*	*	5.9	48.2			✔
	Social Studies	25	70	1.6	22.1	255	*	*	6.3	43.0			✔
	Science	25	70	----	----	255	*	*	12.1	44.9			✔
	Writing	25	70	7.8	34.9	254	*	*	14.3	50.7			✔
	Language Usage	25	70	6.8	32.9	246	26	*	18.0	50.7			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	95.2	95.1	95.3		✔	
Grades 7-12	96	94	92.2	92.2	92.3			✔

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	28.7	31.6
More than 20 days	11.5	12.9

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	5.4	4.95	6.65			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	93	96	99.6	97.9	96.5		✔	

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	46.3	66.0	90	44.8
Approved Occupational Program Requirements	11.5	5.3	18	9.0
BOTH - University & Occupational Requirements	3.1	1.0	14	7.0

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	37.9	38.3	84	40.4
Attend a two year college	14.0	13.1	42	20.2
Attend a specialized school or pursue specialized training	3.7	5.3	8	3.8
Enter employment (related to high school program)	7.9	3.9	8	3.8
Enter employment (unrelated to high school program)	15.9	11.2	24	11.5
Enter the military	4.2	8.3	4	1.9
Enter full-time employment and school	2.8	6.3	8	3.8
Enter part-time employment and/or school	9.8	11.7	17	8.2
Other and no response	3.7	1.9	13	6.3

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SUPPORTING INFORMATION
School Year 1993-1994
Talbot

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	86	129
Kindergarten	314	341
Grades 1 - 6	2,136	2,070
Grades 7 - 12	1,687	1,764
Ungraded Special Education	17	15
TOTAL ENROLLMENT	4,240	4,319

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	389	9.5	238	5.8
Withdrawals	323	7.9	289	7.1

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	*	0.1	*	0.3
Chapter 1	397	9.4	326	7.5
Free/Reduced Price Meals	916	21.6	1,014	23.5
Special Education	386	9.1	432	10.0
Intensity I	45	11.7	44	10.2
Intensity II	198	51.3	215	49.8
Intensity III	89	23.1	110	25.5
Intensity IV	40	10.4	51	11.8
Intensity V	*	3.6	*	2.8

OTHER FACTORS	1993	1994
Wealth per pupil	$357,708	$378,103
Per pupil expenditure	$5,307	$5,399
Instructional staff per 1,000 pupils	66.0	66.3
Professional support staff per 1,000 pupils	9.6	9.2
Instructional assistants per 1,000 pupils	13.0	9.8
Average length of school day for pupils	6.8	6.8
Length of school year for pupils	180	180

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	369	96.1	360	100.0

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census-Grades 3, 5, and 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	54.0	320	57.0	50.0	319	49.0	43.0	319	46.0
Grade 5	48.0	343	47.0	50.0	337	47.0	50.0	340	47.0
Grade 8	54.0	265	54.0	47.0	264	53.0	41.0	264	41.0

School Improvement Notes

School improvement and raising the scores on the Maryland School Performance Assessment Program (MSPAP) remain the top priority for the Talbot County Public Schools. Each school improvement team has had extensive training in developing collaborative teamwork, in analyzing and using data, in consensus building, and in site-based decision making. These improvement teams are developing plans and strategies in order achieve excellent and satisfactory levels in all MSPAP areas.

We are concerned about the drop in grade 9 functional scores, and we plan to emphasize instructional improvement in all areas.

We wish to applaud our entire school community whose combined efforts are the reason for our successes. It is through these efforts that we will continue to move forward. More of our students are learning, growing, and succeeding than ever before, as evidenced by the 1994 MSPAP results in reading, writing, language usage, mathematics, science, and social studies.

WASHINGTON

Washington County, with a population of 120,000, is located in Western Maryland. The Board of Education is housed in Hagerstown, the county seat. The forty-four public schools include twenty-four elementary, seven middle, one middle/senior, one comprehensive vocational, and six high schools. The schools also include one outdoor education, one alternative, one early childhood, and two special education centers.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	98.4	1,333	*	*	98.0	✔		
Mathematics	90	80	81.8	1,337	0	*	85.3		✔	
Writing	96	90	95.0	1,299	*	*	87.2			✔
Citizenship	92	85	93.0	1,219	*	*	91.5		✔	

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	99.8	99.9	0	*	99.9	✔		
Mathematics	99	97	97.7	97.8	0	*	97.8		✔	
Writing	99	97	98.4	99.0	0	*	98.7		✔	
Citizenship	99	97	96.6	98.2	0	*	98.1		✔	
Passed All Tests	96	90	94.2	96.1	0	*	95.8		✔	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	1,356	59	103	3.5	29.5			✔
	Mathematics	25	70	2.4	30.8	1,358	104	56	2.5	31.5			✔
	Social Studies	25	70	0.9	31.1	1,371	91	56	1.3	30.2			✔
	Science	25	70	1.6	29.7	1,363	99	56	4.2	31.7			✔
	Writing	25	70	7.2	31.0	1,402	60	56	7.2	34.5			✔
	Language Usage	25	70	6.2	23.1	1,333	129	56	10.2	31.9			✔
GRADE 5	Reading	25	70	1.9	23.6	1,343	48	97	2.8	27.9			✔
	Mathematics	25	70	3.7	38.1	1,314	106	68	5.2	38.0			✔
	Social Studies	25	70	3.1	32.8	1,329	91	68	5.3	33.3			✔
	Science	25	70	4.0	35.6	1,318	102	68	6.0	39.1			✔
	Writing	25	70	12.0	39.0	1,350	70	68	11.5	33.7			✔
	Language Usage	25	70	9.3	25.2	1,274	146	68	13.7	31.3			✔
GRADE 8	Reading	25	70	1.5	27.4	1,314	82	66	2.6	26.5			✔
	Mathematics	25	70	1.2	37.1	1,246	162	54	5.3	47.7			✔
	Social Studies	25	70	2.2	25.1	1,278	130	54	5.3	38.2			✔
	Science	25	70	----	----	1,258	150	54	10.9	47.9			✔
	Writing	25	70	10.7	41.9	1,307	101	54	12.4	47.9			✔
	Language Usage	25	70	9.0	39.3	1,178	230	54	14.3	46.3			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	95.3	95.8	96.0	✔		
Grades 7-12	96	94	93.4	94.8	94.5		✔	

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	37.3	39.1
More than 20 days	4.7	5.0

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	4.3	3.64	3.92			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	98.9	98.0	98.6	✔		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	31.5	29.4	359	37.2
Approved Occupational Program Requirements	29.7	30.7	247	25.6
BOTH - University & Occupational Requirements	2.5	1.3	14	1.5

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	23.1	21.0	213	23.6
Attend a two year college	22.5	25.7	248	27.4
Attend a specialized school or pursue specialized training	3.6	2.8	15	1.7
Enter employment (related to high school program)	9.2	11.0	93	10.3
Enter employment (unrelated to high school program)	14.0	14.4	91	10.1
Enter the military	6.3	4.8	59	6.5
Enter full-time employment and school	3.4	3.0	34	3.8
Enter part-time employment and/or school	12.6	11.3	97	10.7
Other and no response	5.2	6.1	53	5.9

SUPPORTING INFORMATION
School Year 1993-1994
Washington

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	367	404
Kindergarten	1,597	1,499
Grades 1 - 6	8,935	9,215
Grades 7 - 12	7,609	7,872
Ungraded Special Education	170	166
TOTAL ENROLLMENT	18,678	19,156

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	1,794	9.8	1,877	10.0
Withdrawals	1,807	9.9	2,011	10.8

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	149	0.8	159	0.8
Chapter 1	1,521	8.1	1,150	6.0
Free/Reduced Price Meals	5,400	28.9	5,733	29.9
Special Education	2,664	14.3	2,725	14.2
Intensity I	548	20.6	535	19.6
Intensity II	1,039	39.0	1,155	42.4
Intensity III	550	20.6	544	20.0
Intensity IV	345	13.0	336	12.3
Intensity V	182	6.8	155	5.7

OTHER FACTORS	1993	1994
Wealth per pupil	$158,724	$162,169
Per pupil expenditure	$5,307	$5,328
Instructional staff per 1,000 pupils	64.5	63.0
Professional support staff per 1,000 pupils	9.9	9.0
Instructional assistants per 1,000 pupils	8.2	9.0
Average length of school day for pupils	6.5	6.4
Length of school year for pupils	177	175

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	1,572	99.6	1,642	99.0

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census-Grades 3, 5 Sample-Grade 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	55.2	1,471	51.9	53.1	1,356	49.7	55.7	1,467	49.7
Grade 5	53.8	1,404	46.5	54.7	1,389	52.9	53.9	1,395	50.8
Grade 8	54.0	437	59.0	50.0	447	53.4	55.3	451	54.9

School Improvement Notes

We celebrate several accomplishments that occurred during the 1993-1994 school year. The percent of students who received a Maryland High School Diploma with Certificate of Merit increased by five percent. The percent of eighth graders completing algebra or pre-algebra courses increased by four percent.

We are pleased that we were able to sustain satisfactory or excellent ratings on the grade 11 Maryland Functional Tests.

With the highest percent of Scholastic Aptitude Test takers ever, Washington County's graduating seniors showed an average ten point gain on the mathematics portion of the test.

WICOMICO

Wicomico County, with a population of 72,000, is located on the Eastern Shore with the Chesapeake Bay on the west and Delaware on the north. The Board of Education is housed in Salisbury, the county seat. The twenty-four public schools include sixteen elementary schools, one elementary/middle school, two middle schools, one middle/high school, three high schools, and one career technology center.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	98.1	895	24	*	97.4	✔		
Mathematics	90	80	78.7	890	29	*	77.3			✔
Writing	96	90	94.9	879	39	*	87.4			✔
Citizenship	92	85	87.9	893	25	*	88.4		✔	

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	99.4	100.0	0	0	99.9	✔		
Mathematics	99	97	98.3	98.7	0	*	98.2		✔	
Writing	99	97	97.9	99.6	0	*	99.3	✔		
Citizenship	99	97	98.7	98.2	0	0	98.4		✔	
Passed All Tests	96	90	96.3	96.6	0	0	96.3	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	959	84	92	1.2	24.4			✔
	Mathematics	25	70	0.6	22.1	936	121	78	1.2	21.6			✔
	Social Studies	25	70	0.7	26.8	948	109	78	0.4	26.2			✔
	Science	25	70	0.8	27.4	935	122	78	3.1	27.9			✔
	Writing	25	70	5.3	29.8	984	73	78	6.3	29.6			✔
	Language Usage	25	70	4.3	22.8	900	157	78	7.7	25.4			✔
GRADE 5	Reading	25	70	1.0	17.8	1,005	46	89	3.0	26.0			✔
	Mathematics	25	70	3.3	31.3	957	114	69	3.5	31.7			✔
	Social Studies	25	70	1.3	24.0	961	110	69	3.5	27.7			✔
	Science	25	70	2.5	25.4	960	111	69	3.5	29.6			✔
	Writing	25	70	8.6	31.9	1,000	71	69	8.4	27.9			✔
	Language Usage	25	70	7.7	21.7	923	146	71	10.2	27.0			✔
GRADE 8	Reading	25	70	0.8	21.6	840	69	37	1.1	19.9			✔
	Mathematics	25	70	2.7	27.8	800	109	37	2.5	29.0			✔
	Social Studies	25	70	4.1	26.7	824	85	37	3.5	29.3			✔
	Science	25	70	----	----	802	107	37	5.9	30.8			✔
	Writing	25	70	8.2	33.3	837	72	37	9.9	37.5			✔
	Language Usage	25	70	6.9	31.4	767	142	37	10.7	39.4			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	94.9	95.1	95.2		✔	
Grades 7-12	96	94	92.2	92.7	92.6			✔

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	31.2	35.1
More than 20 days	10.2	11.1

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	6.4	5.44	7.06			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	96.6	97.4	97.8		✔	

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	44.5	45.4	314	46.0
Approved Occupational Program Requirements	25.5	22.9	145	21.2
BOTH - University & Occupational Requirements	2.1	2.8	17	2.5

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	37.9	39.9	253	38.0
Attend a two year college	11.5	12.9	80	12.0
Attend a specialized school or pursue specialized training	3.4	2.7	27	4.1
Enter employment (related to high school program)	10.7	9.9	48	7.2
Enter employment (unrelated to high school program)	12.6	9.3	61	9.2
Enter the military	5.7	4.9	47	7.1
Enter full-time employment and school	2.8	3.3	22	3.3
Enter part-time employment and/or school	11.6	12.6	96	14.7
Other and no response	3.7	4.4	29	4.4

SUPPORTING INFORMATION

School Year 1993-1994

Wicomico

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	145	192
Kindergarten	987	1,010
Grades 1 - 6	6,753	6,753
Grades 7 - 12	5,269	5,403
Ungraded Special Education	120	113
TOTAL ENROLLMENT	13,274	13,471

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	1,185	9.1	1,300	9.9
Withdrawals	1,379	10.6	1,497	11.3

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	128	1.0	121	0.8
Chapter 1	1,681	12.7	1,014	7.5
Free/Reduced Price Meals	3,902	29.4	3,907	29.0
Special Education	1,419	10.7	1,437	10.7
Intensity I	89	6.3	80	5.6
Intensity II	646	45.5	652	45.4
Intensity III	374	26.4	346	24.1
Intensity IV	156	11.0	201	14.0
Intensity V	154	10.9	158	11.0

OTHER FACTORS	1993	1994
Wealth per pupil	$146,014	$150,157
Per pupil expenditure	$5,039	$5,127
Instructional staff per 1,000 pupils	64.7	64.7
Professional support staff per 1,000 pupils	7.3	7.2
Instructional assistants per 1,000 pupils	12.4	12.7
Average length of school day for pupils	7.0	7.0
Length of school year for pupils	180	180

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	1,182	93.5	1,136	95.2

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census-Grades 3, 5, and 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	54.8	1,086	53.3	53.1	1,081	55.3	57.9	1,083	57.0
Grade 5	46.5	1,066	50.9	50.0	1,067	55.3	49.3	1,066	52.0
Grade 8	59.0	923	54.6	49.4	910	49.5	49.3	918	47.1

School Improvement Notes

Wicomico County is committed to improving its schools and meeting the standards established by the Maryland School Performance Program. School improvement teams of teachers, parents, students, and administrators have accepted the challenge of studying the data and implementing programs to increase student achievement and participation. This year, we met nine of the original thirteen standards and made progress in improving Maryland School Performance Assessment Program (MSPAP) scores. Our norm referenced test scores also indicate some growth in achievement.

Seventy percent of our graduates completed the University of Maryland system requirements, an approved occupational program, or both. Over fifty percent of our graduates plan to continue their education after high school.

Our curriculum revision, staff development, changes in instructional strategies, and flexible course offerings for students will help us move toward meeting all the standards.

WORCESTER

Worcester County, with a population of 35,028, is located on the Eastern Shore. Its borders are formed by the Atlantic Ocean on the east, Delaware to the north, and Virginia to the south. Ocean City is its beach resort. The Board of Education is housed in Newark. The thirteen public schools and centers include five elementary schools, three middle/combined schools, three secondary schools, one special learning center, and one career/technology center.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	97.4	462	*	0	97.4	✔		
Mathematics	90	80	89.2	465	*	0	88.0		✔	
Writing	96	90	96.1	452	*	0	90.3		✔	
Citizenship	92	85	85.5	457	*	0	84.9			✔

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	99.4	100.0	0	*	100.0	✔		
Mathematics	99	97	97.2	99.4	0	*	97.6		✔	
Writing	99	97	98.6	99.4	0	*	99.5	✔		
Citizenship	99	97	98.0	97.0	0	*	96.2			✔
Passed All Tests	96	90	95.3	96.4	0	*	95.0		✔	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	500	24	20	5.0	32.4			✔
	Mathematics	25	70	1.1	19.3	482	42	20	1.5	25.2			✔
	Social Studies	25	70	0.4	27.1	484	40	20	0.8	29.8			✔
	Science	25	70	1.5	24.5	480	44	20	4.8	30.2			✔
	Writing	25	70	9.3	33.6	503	21	20	11.8	38.2			✔
	Language Usage	25	70	8.2	23.6	468	56	20	12.6	34.4			✔
GRADE 5	Reading	25	70	1.4	14.5	502	20	*	2.1	21.5			✔
	Mathematics	25	70	2.3	29.1	462	60	*	5.6	29.1			✔
	Social Studies	25	70	1.9	22.4	474	48	*	3.6	28.0			✔
	Science	25	70	2.8	26.1	471	51	*	3.1	30.8			✔
	Writing	25	70	8.9	30.8	485	37	*	8.8	28.4			✔
	Language Usage	25	70	4.4	18.2	447	75	*	10.2	25.9			✔
GRADE 8	Reading	25	70	0.7	19.5	402	23	*	1.2	20.9			✔
	Mathematics	25	70	3.0	31.4	376	49	*	2.1	36.7			✔
	Social Studies	25	70	3.4	20.9	383	42	*	4.0	31.5			✔
	Science	25	70	----	----	377	48	*	6.8	32.7			✔
	Writing	25	70	7.3	32.5	385	40	*	11.1	40.7			✔
	Language Usage	25	70	7.3	30.7	353	72	*	11.8	37.4			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	95.4	95.6	95.6		✔	
Grades 7-12	96	94	94.1	93.8	93.6			✔

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	35.3	34.7
More than 20 days	9.2	9.0

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	5.6	3.23	4.29			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	99.8	100.0	99.9	✔		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	45.9	51.5	149	51.4
Approved Occupational Program Requirements	19.8	30.2	57	19.7
BOTH - University & Occupational Requirements	0.3	2.4	1	0.3

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	39.5	38.1	131	45.6
Attend a two year college	13.3	11.5	36	12.5
Attend a specialized school or pursue specialized training	4.9	2.4	10	3.5
Enter employment (related to high school program)	5.2	3.6	21	7.3
Enter employment (unrelated to high school program)	11.4	10.6	25	8.7
Enter the military	7.4	13.6	22	7.7
Enter full-time employment and school	2.8	4.2	6	2.1
Enter part-time employment and/or school	9.3	10.6	31	10.8
Other and no response	6.2	5.4	4	1.4

SUPPORTING INFORMATION

School Year 1993-1994

Worcester

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	98	146
Kindergarten	520	499
Grades 1 - 6	2,848	2,953
Grades 7 - 12	2,516	2,564
Ungraded Special Education	47	49
TOTAL ENROLLMENT	6,029	6,211

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	573	9.7	513	8.6
Withdrawals	485	8.2	388	6.5

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	50	0.8	33	0.5
Chapter 1	435	7.2	661	10.6
Free/Reduced Price Meals	1,938	32.1	2,274	36.6
Special Education	561	9.3	590	9.5
Intensity I	44	7.8	41	6.9
Intensity II	217	38.7	226	38.3
Intensity III	209	37.3	206	34.9
Intensity IV	39	7.0	62	10.5
Intensity V	52	9.3	55	9.3

OTHER FACTORS	1993	1994
Wealth per pupil	$418,901	$425,301
Per pupil expenditure	$6,104	$6,118
Instructional staff per 1,000 pupils	68.0	68.1
Professional support staff per 1,000 pupils	11.4	11.0
Instructional assistants per 1,000 pupils	18.5	17.9
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	180	180

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	426	97.7	524	99.6

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)									
Census-Grades 3, 5, and 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	55.0	548	59.0	56.5	548	49.0	60.5	547	55.0
Grade 5	41.5	533	45.0	47.5	533	46.0	45.5	532	48.0
Grade 8	54.0	431	55.0	49.5	430	52.0	52.5	429	50.0

School Improvement Notes

Parents, teachers, students, business people, and members of the community support the efforts of each of our schools through their involvement in school improvement teams. Teams develop and evaluate strategies to meet the goals of the Maryland School Performance Program. Challenging academic standards, school climates rich with opportunities for students to grow personally and socially, and the high quality of teachers continue to be part of Worcester's key to excellence in education.

This year, student achievement on the new state tests has improved in all subject areas at both the satisfactory and excellent levels. On the functional tests, we met or exceeded the satisfactory standard on seven of the nine areas. In Student Participation, we met two of the four standards. Over 61 percent of Worcester's 1994 graduates documented their decisions to attend college or pursue specialized training, an increase of 9.6 percent above last year's graduates. We are matching our curriculum to state performance outcomes and aiming our staff development at improving student achievement on the Maryland School Performance Assessment Program (MSPAP). The Worcester County Public School System has entered a partnership with the Southern Regional Education Board and is actively involved in a *High Schools that Work* project to increase the reading, mathematics, and science achievement of occupational program completers.

STATE OF MARYLAND
DISAGGREGATED DATA, DATA-BASED AREAS

School Year 1993-1994

The following data have been disaggregated for the data-based areas included on pages 10 and 11 of this report. Please refer to the introductory section of this report for definitions of the various data-based areas. (Data in four Baltimore City high schools--Frederick Douglass, Patterson, Walbrook, and Northwestern--cannot be verified; therefore, data from those schools have been excluded from all areas of Functional Tests--Grades 9 and 11; Attendance Rate, Grades 7-12; and Dropout Rate.)

STUDENT PERFORMANCE

ASSESSED STUDENT KNOWLEDGE

MARYLAND FUNCTIONAL TESTS PERCENT PASSING	STANDARD %		American Indian/ Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic		All Races	
GRADE 9 STATUS	Excellent	Satisfactory	M	F	M	F	M	F	M	F	M	F	M	F
Reading	97	95	98.0	94.5	97.8	98.3	93.0	96.7	98.3	99.2	94.9	97.3	96.4	98.3
Mathematics	90	80	81.6	80.7	93.6	95.4	62.5	67.0	89.4	90.7	79.3	80.5	80.3	82.5
Writing	96	90	89.6	92.5	94.2	97.6	77.9	86.8	90.1	95.5	87.2	95.1	86.2	92.7
Citizenship	92	85	87.0	86.8	92.8	93.0	75.1	78.2	91.0	90.6	77.0	80.5	86.3	87.0
GRADE 11 STATUS														
Reading	99	97	97.4	100.0	99.1	99.6	99.3	99.7	99.8	99.9	98.9	99.7	99.6	99.8
Mathematics	99	97	95.0	95.2	98.4	98.6	90.5	92.5	98.6	98.7	92.2	94.6	96.0	96.7
Writing	99	97	89.7	100.0	98.4	98.5	96.2	98.5	99.1	99.6	96.2	96.3	98.1	99.2
Citizenship	99	97	85.0	97.6	96.4	95.3	93.7	93.7	98.3	97.7	90.2	90.2	96.6	96.2
Passed all tests	96	90	77.5	95.2	94.5	93.9	85.2	87.8	96.8	96.7	84.2	85.8	92.9	93.5

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP)		STANDARD %		American Indian/ Alaskan Native				Asian/Pacific Islander				African American				White (not of Hispanic origin)				Hispanic				All Races			
				M		F		M		F		M		F		M		F		M		F		M		F	
		Excellent	Satisfactory	% at		% at		% at		% at		% at		% at		% at		% at		% at		% at		% at		% at	
				EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT
GRADE 3	Reading	25	70	3.0	26.0	5.5	35.2	4.3	38.2	7.3	47.0	0.5	10.6	1.2	17.4	3.6	34.3	6.3	43.2	1.2	22.7	1.9	25.9	2.6	26.6	4.5	34.5
	Mathematics	25	70	1.0	22.5	2.2	25.8	6.2	48.0	6.3	51.9	0.4	12.5	0.5	15.9	4.0	41.6	4.0	45.5	0.8	24.4	1.6	23.9	2.8	32.2	2.9	35.5
	Social Studies	25	70	1.0	24.5	1.1	30.1	1.2	39.1	2.1	47.3	0.1	11.6	0.3	17.7	1.3	37.6	2.2	45.4	0.5	21.5	0.8	22.9	0.9	29.0	1.5	35.8
	Science	25	70	1.0	27.5	2.2	30.1	5.7	45.3	8.5	52.4	0.6	13.4	1.2	18.0	5.2	42.2	7.0	46.4	2.4	24.2	1.7	26.1	3.7	32.7	5.0	36.8
	Writing	25	70	7.8	30.4	11.8	40.9	10.7	42.6	15.0	53.7	2.1	16.7	4.3	25.4	7.6	36.5	13.5	47.9	3.0	25.7	6.0	29.1	5.9	30.2	10.3	40.3
	Language Usage	25	70	6.9	27.5	10.8	35.5	16.8	48.0	28.1	63.0	2.6	13.8	5.6	24.0	10.7	34.3	19.0	48.5	5.0	20.5	8.0	26.6	8.2	27.9	14.7	40.4
GRADE 5	Reading	25	70	0.0	18.9	8.3	33.3	4.7	37.0	9.6	54.5	0.6	10.1	1.5	19.3	3.0	30.8	6.4	45.1	1.1	17.7	1.7	25.1	2.2	24.1	4.7	36.2
	Mathematics	25	70	5.6	37.4	10.2	39.8	18.2	60.7	17.6	67.5	1.1	15.8	1.4	20.5	11.1	52.4	11.2	55.5	4.4	31.8	3.1	31.4	8.0	40.5	7.9	43.5
	Social Studies	25	70	0.0	22.4	5.7	36.4	4.7	39.4	8.4	49.8	0.8	11.3	1.1	16.0	5.3	39.5	7.6	45.6	1.8	23.7	2.4	24.0	3.8	30.1	5.3	35.3
	Science	25	70	1.9	32.7	5.7	37.5	8.9	53.6	11.8	61.0	0.6	12.9	1.0	18.4	7.0	47.7	9.5	53.0	2.8	27.4	3.5	28.9	4.9	36.4	6.6	41.0
	Writing	25	70	7.5	29.9	17.0	33.0	14.3	38.3	24.4	53.7	2.4	13.8	4.2	20.7	11.6	36.2	17.1	46.4	6.5	24.1	6.6	24.8	8.7	28.9	12.8	37.4
	Language Usage	25	70	10.4	23.6	23.9	43.2	21.4	45.1	34.5	63.9	3.6	13.2	7.1	22.7	15.5	36.6	26.1	50.5	8.3	23.6	10.3	27.7	11.7	29.1	19.6	41.0
GRADE 8	Reading	25	70	0.0	23.2	0.0	27.1	2.9	32.4	4.9	49.1	0.2	6.4	0.7	13.8	1.8	24.5	3.4	37.4	0.8	11.9	0.9	18.1	1.3	18.6	2.4	29.3
	Mathematics	25	70	4.8	32.1	3.5	32.6	14.0	63.2	13.9	62.9	0.4	13.1	0.6	17.4	7.3	51.8	7.6	54.4	1.4	24.8	2.0	24.7	5.1	39.0	5.3	41.4
	Social Studies	25	70	2.4	26.2	1.2	25.6	5.0	47.0	8.4	53.2	0.3	9.6	0.9	17.3	3.7	36.4	5.7	46.4	1.0	16.6	1.0	20.3	2.6	27.6	4.1	36.0
	Science	25	70	6.0	34.5	7.0	33.7	17.1	59.8	19.6	62.0	0.9	13.1	2.0	19.6	12.1	49.1	14.0	54.2	4.9	25.8	4.4	25.8	8.5	37.3	9.9	42.0
	Writing	25	70	10.7	38.1	10.5	38.4	16.9	58.2	24.8	69.4	1.9	18.4	5.8	34.1	9.8	44.5	19.5	61.3	3.4	26.8	7.4	36.7	7.4	36.2	14.7	51.7
	Language Usage	25	70	9.5	35.7	12.8	40.7	21.9	59.4	35.1	71.0	2.1	16.4	7.0	33.8	11.8	43.7	23.5	62.2	4.5	23.5	9.2	34.3	8.8	35.0	18.0	52.1

* Fewer Than 20 Students

MARYLAND - DISAGGREGATED DATA, DATA-BASED AREAS

SCHOOL YEAR 1993-1994

Continued

STUDENT PARTICIPATION

	STANDARD %		American Indian/ Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic		All Races	
	Excellent	Satisfactory	M	F	M	F	M	F	M	F	M	F	M	F
ATTENDANCE RATE (YEARLY)														
• **Grades 1-6**	**96**	**94**	94.2	94.4	96.9	97.0	94.4	94.8	95.6	95.5	94.6	94.7	95.2	95.3
• **Grades 7-12**	**96**	**94**	90.0	88.6	95.2	95.3	88.3	89.0	93.2	93.0	90.4	90.6	91.6	91.7
DROPOUT RATE (YEARLY)														
• **Grades 9-12**	**1.25**	**3.0**	3.83	1.42	2.18	1.12	8.08	6.35	4.06	2.63	5.05	3.36	5.31	3.82

STUDENT ATTAINMENT

	STANDARD %		American Indian/ Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic		All Races	
	Excellent	Satisfactory	M	F	M	F	M	F	M	F	M	F	M	F
PROMOTION RATE														
• **Grades 1-6**	**98**	**96**	97.9	97.6	99.7	100.0	97.6	98.7	99.2	99.6	99.3	99.4	98.6	99.3

SUPPORTING INFORMATION

NORM-REFERENCED ASSESSMENT COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS/4) - Median Percentile		American Indian/ Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic		All Races	
		M	F	M	F	M	F	M	F	M	F	M	F
Reading Comprehension	**Grade 3**	*	*	52.6	55.4	29.4	39.0	59.4	64.8	41.6	42.7	49.0	56.0
	Grade 5	*	*	60.2	65.6	26.7	32.7	58.6	60.7	44.7	43.0	45.1	50.4
	Grade 8	*	*	60.9	69.9	34.0	43.4	61.8	69.6	34.7	44.2	51.0	59.3
Language Total	**Grade 3**	*	*	50.9	66.4	25.0	39.0	53.0	65.2	30.2	39.0	43.4	54.8
	Grade 5	*	*	62.5	75.1	29.6	39.8	56.0	65.7	48.7	41.4	47.5	56.7
	Grade 8	*	*	51.3	66.0	25.3	41.6	52.1	66.6	30.0	63.0	40.8	56.0
Mathematics Total	**Grade 3**	*	*	57.0	69.2	25.1	30.1	60.4	59.4	25.0	32.1	48.1	49.0
	Grade 5	*	*	73.9	76.0	29.5	36.5	61.6	60.2	49.2	40.8	49.7	52.6
	Grade 8	*	*	68.1	77.2	25.6	32.0	59.8	63.0	40.9	53.9	44.2	52.1

Summary

The *Maryland School Performance Report, 1994: State and System Level*, is Maryland's fifth accountability and school improvement publication that lists data-based areas and standards.

This report should be used as a global view of each school system and the state. Information contained in the report will be used to make instructional improvement decisions, to improve performance, and to measure improvement from year to year.

We see the publication of this report as another step toward implementing Maryland School Performance and further advancing Maryland toward high quality education for all of its children.

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January 30, 1995

MEMORANDUM

TO: Recipients of the *1994 Maryland School Performance Report, State and School Systems*

FROM: Nancy S. Grasmick, State Superintendent of Schools

SUBJECT: Revised Data for the *1994 Maryland School Performance Report, State and School Systems*

In December 1994, we released the 1994 *Maryland School Performance Report, State and School Systems*. That publication excluded data from four Baltimore City high schools (Frederick Douglass, Patterson, Walbrook, and Northwestern) because data from those schools could not be verified. The data from those four high schools were adjusted as of January 16, 1995.

The adjustment of that data has changed information in the following areas for Baltimore City and for the State:

Maryland Functional Tests, Grade 9 Status in Reading, Mathemtics, and Writing
Maryland Functional Tests, Grade 11 Status in Reading, Mthematics, Writing, Citizenship, and Passed All Tests
Attendance Rate (Yearly), Grades 7-12, Students absent fewer than five and more than 20 days
Dropout Rate (Yearly), Grades 9-12
High School Program Completion
Student Mobility, Entrants and withdrawals
Students Receiving Special Services, All Areas

Attached for your information are six revised pages to be inserted into the 1994 Maryland School Performance Report, State and School Systems. Those pages are:

Maryland:
- Summary Student Performance Information
- Summary Supporting Information
- Dissagregated Data (two pages)

Baltimore City:
- Summary Student Performance Information
- Summary Supporting Information

If you desire additional information on these data changes, please contact the Baltimore City Public School System's Office of Accountability, Assessment, Research, and Evaluation at (410) 396-8948.

NSG:gs
Attachment

MARYLAND (DATA REVISED--JANUARY 16, 1995)

Maryland, with a population of 4,983,900, ranks forty-second in size and nineteenth in population among the fifty states. The State Department of Education is housed in Baltimore. There are twenty-four local school systems and 1,277 public schools and centers.

STUDENT PERFORMANCE

School Year 1993-1994

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS Grade 9 Status	STANDARD % EX	STANDARD % SAT	1993** PERCENT PASSING	1994 NUMBER TAKING	1994 NUMBER ABSENT	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	97	95	97.4	53,948	1,935	1,040	96.9		✔	
Mathematics	90	80	79.2	54,201	1,696	1,016	79.4			✔
Writing	96	90	93.5	51,448	3,842	1,248	88.0			✔
Citizenship	92	85	83.8	44,893	1,046	714	86.7		✔	

MD FUNCTIONAL TESTS Grade 11 Status	STANDARD % EX	STANDARD % SAT	1991** PERCENT PASSING	1993 PERCENT PASSING	1994 NUMBER REFUSED	1994 NUMBER EXEMPT	1994 PERCENT PASSING	1994 EX	1994 SAT	1994 NOT MET
Reading	99	97	99.4	99.6	*	606	99.7	✔		
Mathematics	99	97	96.5	96.2	0	611	96.1			✔
Writing	99	97	97.7	98.6	0	1,063	98.6		✔	
Citizenship	99	97	96.4	96.3	*	570	96.2			✔
Passed All Tests	96	90	93.1	93.2	0	524	92.9		✔	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD % EX	STANDARD % SAT	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT	1994 EX	1994 SAT	1994 NOT MET
GRADE 3	Reading	25	70	----	----	53,528	3,008	5,577	3.6	30.6			✔
	Mathematics	25	70	2.1	28.6	52,909	4,844	4,360	2.9	33.9			✔
	Social Studies	25	70	1.1	31.9	53,394	4,359	4,360	1.2	32.4			✔
	Science	25	70	2.3	31.1	53,211	4,542	4,360	4.3	34.8			✔
	Writing	25	70	9.2	35.1	54,832	2,921	4,360	8.1	35.2			✔
	Language Usage	25	70	9.0	29.4	51,819	5,850	4,444	11.4	34.2			✔
GRADE 5	Reading	25	70	2.3	24.7	53,577	1,872	5,375	3.5	30.2			✔
	Mathematics	25	70	5.8	39.5	52,216	4,591	4,017	7.9	42.0			✔
	Social Studies	25	70	3.0	31.3	52,665	4,142	4,017	4.5	32.7			✔
	Science	25	70	4.0	33.3	52,482	4,325	4,017	5.7	38.7			✔
	Writing	25	70	11.7	36.8	53,939	2,868	4,017	10.7	33.1			✔
	Language Usage	25	70	10.4	26.8	50,908	5,790	4,126	15.6	35.0			✔
GRADE 8	Reading	25	70	1.2	24.6	48,113	3,780	2,919	1.9	24.0			✔
	Mathematics	25	70	4.1	35.8	46,030	6,324	2,488	5.2	40.2			✔
	Social Studies	25	70	2.8	25.9	46,956	5,398	2,488	3.3	31.9			✔
	Science	25	70	----	----	45,973	6,381	2,488	9.2	39.7			✔
	Writing	25	70	9.0	36.3	47,500	4,854	2,488	11.1	44.0			✔
	Language Usage	25	70	8.6	36.9	43,776	8,540	2,526	13.4	43.6			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	96	94	94.2	94.8	95.3		✔	
Grades 7-12	96	94	90.1	91.2	91.3			✔

STUDENTS ABSENT	1993 PERCENT	1994 PERCENT
Fewer than 5 days	30.9	34.0
More than 20 days	14.6	13.6

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** PERCENT	1993 PERCENT	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 9-12	1.25	3.0	6.5	5.36	4.95			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** PERCENT PROMOTED	1993 PERCENT PROMOTED	1994 PERCENT	1994 EX	1994 SAT	1994 NOT MET
Grades 1-6	98	96	97.5	99.1	99.0	✔		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1993 PERCENT COMPLETED	1994 NUMBER COMPLETED	1994 PERCENT COMPLETED
University of Maryland System Requirements	42.6	46.0	19,356	47.7
Approved Occupational Program Requirements	17.6	15.6	5,960	14.7
BOTH - University & Occupational Requirements	2.4	2.5	1,347	3.4

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1993 PERCENT	1994 NUMBER	1994 PERCENT
Attend a four year college	40.2	40.5	14,876	41.2
Attend a two year college	18.7	18.4	6,612	18.3
Attend a specialized school or pursue specialized training	2.9	2.8	931	2.6
Enter employment (related to high school program)	5.4	5.1	1,726	4.8
Enter employment (unrelated to high school program)	8.5	8.4	2,889	8.0
Enter the military	3.7	4.2	1,280	3.6
Enter full-time employment and school	2.8	3.0	1,215	3.4
Enter part-time employment and/or school	12.5	12.3	4,500	12.5

SUPPORTING INFORMATION

School Year 1993-1994

Maryland

(DATA REVISED--JANUARY 16, 1995)

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	16,082	17,998
Kindergarten	59,653	60,300
Grades 1 - 6	363,736	370,347
Grades 7 - 12	299,189	309,989
Ungraded Special Education	13,120	12,743
TOTAL ENROLLMENT	751,780	771,377

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	85,439	11.7	87,823	11.7
Withdrawals	89,265	12.2	93,269	12.4

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	12,076	1.6	13,950	1.8
Chapter 1	63,167	8.4	60,907	7.9
Free/Reduced Price Meals	211,916	28.2	227,208	29.5
Special Education	87,644	11.7	90,185	11.7
Intensity I	6,725	7.7	6,860	7.6
Intensity II	30,278	34.5	31,537	35.0
Intensity III	17,516	20.0	18,947	21.0
Intensity IV	22,729	25.9	22,745	25.2
Intensity V	10,396	11.9	10,096	11.2

OTHER FACTORS	1993	1994
Wealth per pupil	$219,365	$229,445
Per pupil expenditure	$5,823	$5,978
Instructional staff per 1,000 pupils	60.4	59.8
Professional support staff per 1,000 pupils	9.3	9.2
Instructional assistants per 1,000 pupils	9.4	9.5
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	179	178

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	60,764	96.1	63,197	96.7

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

(Because of sampling in some school systems, state total is adjusted proportionally	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	53.0	59,034	53.6	49.0	58,420	49.1	48.0	58,604	48.8
Grade 5	48.2	57,463	48.4	49.1	57,456	51.4	50.2	57,453	51.2
Grade 8	55.2	56,127	54.5	48.8	55,210	49.4	48.8	54,833	47.9

School Improvement Notes

The state's Student Performance results are aggregates of the twenty-four local school systems' results. Overall, satisfactory standards were met for: Maryland Functional Tests--grade 9 in reading and citizenship, and grade 11 in writing and passed all tests; and student attendance in grades 1-6. Excellent standards were met for: student promotions and Maryland Functional Tests--grade 11 in reading. As a state, we did not meet the satisfactory standard for: mathematics and writing in grade 9, mathematics and citizenship in grade 11, student attendance in grades 7-12, dropouts, and all grades and subject areas in the Maryland School Performance Assessment Program (MSPAP). We shall continue to work with local school systems to improve the quality of instruction to move us toward our goal of achieving all standards.

As of January 16, 1995, data from four Baltimore City high schools (Frederick Douglass, Patterson, Walbrook, and Northwestern) have been adjusted; the adjustment of that data has changed information in the following areas: Maryland Functional Tests: Grade 9--Reading, Mathematics, Writing and Grade 11--Reading, Mathematics, Writing, Citizenship, and Passed All Tests; Attendance Rate--Grades 7-12 and Students absent fewer than five and more than 20 days; Dropout Rate--Grades 9-12; High School Program Completion; Student Mobility--Entrants and Withdrawals; and Students Receiving Special Services--All Areas.

For additional information, please contact the Baltimore City Public School System's Office of Accountability, Assessment, Research, and Evaluation at (410) 396-8948.

SUPPORTING INFORMATION

School Year 1993-1994

Baltimore City

(DATA REVISED--JANUARY 16, 1995)

ENROLLMENT	1992 - 93	1993 - 94
Pre-Kindergarten	4,927	5,165
Kindergarten	9,464	9,092
Grades 1 - 6	57,427	57,534
Grades 7 - 12	38,844	40,302
Ungraded Special Education	0	0
TOTAL ENROLLMENT	110,662	112,093

STUDENT MOBILITY	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	14,963	14.1	15,969	15.0
Withdrawals	23,956	22.6	25,422	23.8

STUDENTS RECEIVING SPECIAL SERVICES	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	462	0.4	399	0.4
Chapter 1	23,284	21.0	22,020	19.6
Free/Reduced Price Meals	74,938	67.7	77,753	69.4
Special Education	16,907	15.3	16,301	14.5
Intensity I	385	2.3	460	2.8
Intensity II	2,988	17.7	3,031	18.6
Intensity III	3,088	18.3	3,036	18.6
Intensity IV	8,466	50.1	8,175	50.2
Intensity V	1,980	11.7	1,599	9.8

OTHER FACTORS	1993	1994
Wealth per pupil	$123,641	$124,486
Per pupil expenditure	$5,182	$5,391
Instructional staff per 1,000 pupils	58.6	56.6
Professional support staff per 1,000 pupils	8.3	8.1
Instructional assistants per 1,000 pupils	9.3	8.7
Average length of school day for pupils	6.5	6.2

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1993		1994	
	NUMBER	PERCENT	NUMBER	PERCENT
	9,416	88.7	9,757	90.4

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)									
Census - Grades 3, 5 Sample - Grade 8	Reading Comprehension			Language Total			Mathematics Total		
	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile	1993 Median Percentile	1994 Number Taking	1994 Median Percentile
Grade 3	36.0	8,327	39.0	34.0	8,327	39.0	33.0	8,327	39.0
Grade 5	32.0	7,900	32.0	37.0	7,900	40.0	39.0	7,900	41.0
Grade 8	31.0	243	38.0	34.0	243	38.0	26.0	243	29.0

School Improvement Notes

As of January 16, 1995, data from four high schools (Frederick Douglass, Patterson, Walbrook, and Northwestern) have been adjusted. The adjustment of that data has changed information in the following areas:

- Maryland Functional Tests, Grade 9 Status
  - Reading
  - Mathematics
  - Writing
- Maryland Functional Tests, Grade 11 Status
  - Reading
  - Mathematics
  - Writing
  - Citizenship
  - Passed All Tests
- Attendance Rate (Yearly), Grades 7-12; Students absent fewer than five and more than 20 days
- Dropout Rate (Yearly), Grades 9-12
- High School Program Completion
- Student Mobility, Entrants and Withdrawals
- Students Receiving Special Services, All Areas

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For additional information, please contact the Baltimore City Public School System's Office of Accountability, Assessment, Research, and Evaluation at (410) 396-8948.

STATE OF MARYLAND
DISAGGREGATED DATA, DATA-BASED AREAS
SCHOOL YEAR 1993-1994 (DATA REVISED--JANUARY 16, 1995)

The following data have been disaggregated for the data-based areas included on pages 10 and 11 of this report. Please refer to the introductory section of this report for definitions of the various data-based areas. (As of January 15, 1995, data from four Baltimore City high schools--Frederick Douglass, Patterson, Walbrook, and Northwestern--have been adjusted; the adjustment of that data has changed information in the areas of Functional Tests--Grades 9 and 11; Attendance Rate, Grades 7-12; and Dropout Rate.)

STUDENT PERFORMANCE
ASSESSED STUDENT KNOWLEDGE

MARYLAND FUNCTIONAL TESTS PERCENT PASSING	STANDARD %		American Indian/ Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic		All Races	
GRADE 9 STATUS	Excellent	Satisfactory	M	F	M	F	M	F	M	F	M	F	M	F
Reading	97	95	96.6	95.2	97.4	98.1	91.5	96.3	98.3	99.2	95.0	97.3	95.7	98.0
Mathematics	90	80	70.0	76.6	93.2	95.1	59.2	63.9	89.1	90.2	78.7	80.0	78.3	80.6
Writing	96	90	83.6	93.1	94.1	97.3	74.3	84.6	89.8	95.2	86.6	94.8	84.5	91.5
Citizenship	92	85	87.0	86.8	92.8	93.0	75.1	78.2	91.0	90.6	77.0	80.5	86.3	87.0
GRADE 11 STATUS														
Reading	99	97	97.6	100.0	99.1	99.6	99.2	99.7	99.8	99.9	98.9	99.7	99.5	99.8
Mathematics	99	97	95.3	94.0	98.4	98.6	89.7	91.9	98.6	98.8	92.2	94.6	95.8	96.5
Writing	99	97	90.5	98.0	98.4	98.5	95.8	98.3	99.1	99.6	96.2	96.3	98.0	99.1
Citizenship	99	97	86.0	96.0	96.4	95.3	92.9	93.3	98.4	97.8	90.2	90.3	96.4	96.0
Passed all tests	96	90	79.1	90.0	94.5	93.9	84.1	87.0	96.9	96.8	84.2	85.8	92.6	93.3

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP)		STANDARD %		American Indian/ Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic		All Races	
				M	F	M	F	M	F	M	F	M	F	M	F
		Excellent	Satisfactory	% at EX	% at SAT	% at EX	% at SAT	% at EX	% at SAT	% at EX	% at SAT	% at EX	% at SAT	% at EX	% at SAT	% at EX	% at SAT	% at EX	% at SAT
GRADE 3	Reading	25	70	3.0	26.0	5.5	35.2	4.3	38.2	7.3	47.0	0.5	10.6	1.2	17.4	3.6	34.3	6.3	43.2	1.2	22.7	1.9	25.9	2.6	26.6	4.5	34.5
	Mathematics	25	70	1.0	22.5	2.2	25.8	6.2	48.0	6.3	51.9	0.4	12.5	0.5	15.9	4.0	41.6	4.0	45.5	0.8	24.4	1.6	23.9	2.8	32.2	2.9	35.5
	Social Studies	25	70	1.0	24.5	1.1	30.1	1.2	39.1	2.1	47.3	0.1	11.6	0.3	17.7	1.3	37.6	2.2	45.4	0.5	21.5	0.8	22.9	0.9	29.0	1.5	35.8
	Science	25	70	1.0	27.5	2.2	30.1	5.7	45.3	8.5	52.4	0.6	13.4	1.2	18.0	5.2	42.2	7.0	46.4	2.4	24.2	1.7	26.1	3.7	32.7	5.0	36.8
	Writing	25	70	7.8	30.4	11.8	40.9	10.7	42.6	15.0	53.7	2.1	16.7	4.3	25.4	7.6	36.5	13.5	47.9	3.0	25.7	6.0	29.1	5.9	30.2	10.3	40.3
	Language Usage	25	70	6.9	27.5	10.8	35.5	16.8	48.0	28.1	63.0	2.6	13.8	5.6	24.0	10.7	34.3	19.0	48.5	5.0	20.5	8.0	26.6	8.2	27.9	14.7	40.4
GRADE 5	Reading	25	70	0.0	18.9	8.3	33.3	4.7	37.0	9.6	54.5	0.6	10.1	1.5	19.3	3.0	30.8	6.4	45.1	1.1	17.7	1.7	25.1	2.2	24.1	4.7	36.2
	Mathematics	25	70	5.6	37.4	10.2	39.8	18.2	60.7	17.6	67.5	1.1	15.8	1.4	20.5	11.1	52.4	11.2	55.5	4.4	31.8	3.1	31.4	8.0	40.5	7.9	43.5
	Social Studies	25	70	0.0	22.4	5.7	36.4	4.7	39.4	8.4	49.8	0.8	11.3	1.1	16.0	5.3	39.5	7.6	45.6	1.8	23.7	2.4	24.0	3.8	30.1	5.3	35.3
	Science	25	70	1.9	32.7	5.7	37.5	8.9	53.6	11.8	61.0	0.6	12.9	1.0	18.4	7.0	47.7	9.5	53.0	2.8	27.4	3.5	28.9	4.9	36.4	6.6	41.0
	Writing	25	70	7.5	29.9	17.0	33.0	14.3	38.3	24.4	53.7	2.4	13.8	4.2	20.7	11.6	36.2	17.1	46.4	6.5	24.1	6.6	24.8	8.7	28.9	12.8	37.4
	Language Usage	25	70	10.4	23.6	23.9	43.2	21.4	45.1	34.5	63.9	3.6	13.2	7.1	22.7	15.5	36.6	26.1	50.5	8.3	23.6	10.3	27.7	11.7	29.1	19.6	41.0
GRADE 8	Reading	25	70	0.0	23.2	0.0	27.1	2.9	32.4	4.9	49.1	0.2	6.4	0.7	13.8	1.8	24.5	3.4	37.4	0.8	11.9	0.9	18.1	1.3	18.6	2.4	29.3
	Mathematics	25	70	4.8	32.1	3.5	32.6	14.0	63.2	13.9	62.9	0.4	13.1	0.6	17.4	7.3	51.8	7.6	54.4	1.4	24.8	2.0	24.7	5.1	39.0	5.3	41.4
	Social Studies	25	70	2.4	26.2	1.2	25.6	5.0	47.0	8.4	53.2	0.3	9.6	0.9	17.3	3.7	36.4	5.7	46.4	1.0	16.6	1.0	20.3	2.6	27.6	4.1	36.0
	Science	25	70	6.0	34.5	7.0	33.7	17.1	59.8	19.6	62.0	0.9	13.1	2.0	19.6	12.1	49.1	14.0	54.2	4.9	25.8	4.4	25.8	8.5	37.3	9.9	42.0
	Writing	25	70	10.7	38.1	10.5	38.4	16.9	58.2	24.8	69.4	1.9	18.4	5.8	34.1	9.8	44.5	19.5	61.3	3.4	26.8	7.4	36.7	7.4	36.2	14.7	51.7
	Language Usage	25	70	9.5	35.7	12.8	40.7	21.9	59.4	35.1	71.0	2.1	16.4	7.0	33.8	11.8	43.7	23.5	62.2	4.5	23.5	9.2	34.3	8.8	35.0	18.0	52.1

* Fewer Than 20 Students

MARYLAND - DISAGGREGATED DATA, DATA-BASED AREAS

SCHOOL YEAR 1993-1994 (DATA REVISED--JANUARY 16, 1995)

Continued

STUDENT PARTICIPATION

	STANDARD %		American Indian/ Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic		All Races	
	Excellent	Satisfactory	M	F	M	F	M	F	M	F	M	F	M	F
ATTENDANCE RATE (YEARLY)														
• Grades 1-6	96	94	94.2	94.4	96.9	97.0	94.4	94.8	95.6	95.5	94.6	94.7	95.2	95.3
• Grades 7-12	96	94	88.1	86.8	95.1	95.3	87.7	88.5	93.1	92.9	90.4	90.6	91.2	91.4
DROPOUT RATE (YEARLY)														
• Grades 9-12	1.25	3.0	9.88	4.89	2.26	1.11	8.89	6.97	4.18	2.73	5.13	3.40	5.74	4.14

STUDENT ATTAINMENT

	STANDARD %		American Indian/ Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic		All Races	
	Excellent	Satisfactory	M	F	M	F	M	F	M	F	M	F	M	F
PROMOTION RATE														
• Grades 1-6	98	96	97.9	97.6	99.7	100.0	97.6	98.7	99.2	99.6	99.3	99.4	98.6	99.3

SUPPORTING INFORMATION

NORM-REFERENCED ASSESSMENT COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS/4) - Median Percentile		American Indian/ Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic		All Races	
		M	F	M	F	M	F	M	F	M	F	M	F
Reading Comprehension	Grade 3	*	*	52.6	55.4	29.4	39.0	59.4	64.8	41.6	42.7	49.0	56.0
	Grade 5	*	*	60.2	65.6	26.7	32.7	58.6	60.7	44.7	43.0	45.1	50.4
	Grade 8	*	*	60.9	69.9	34.0	43.4	61.8	69.6	34.7	44.2	51.0	59.3
Language Total	Grade 3	*	*	50.9	66.4	25.0	39.0	53.0	65.2	30.2	39.0	43.4	54.8
	Grade 5	*	*	62.5	75.1	29.6	39.8	56.0	65.7	48.7	41.4	47.5	56.7
	Grade 8	*	*	51.3	66.0	25.3	41.6	52.1	66.6	30.0	63.0	40.8	56.0
Mathematics Total	Grade 3	*	*	57.0	69.2	25.1	30.1	60.4	59.4	25.0	32.1	48.1	49.0
	Grade 5	*	*	73.9	76.0	29.5	36.5	61.6	60.2	49.2	40.8	49.7	52.6
	Grade 8	*	*	68.1	77.2	25.6	32.0	59.8	63.0	40.9	53.9	44.2	52.1